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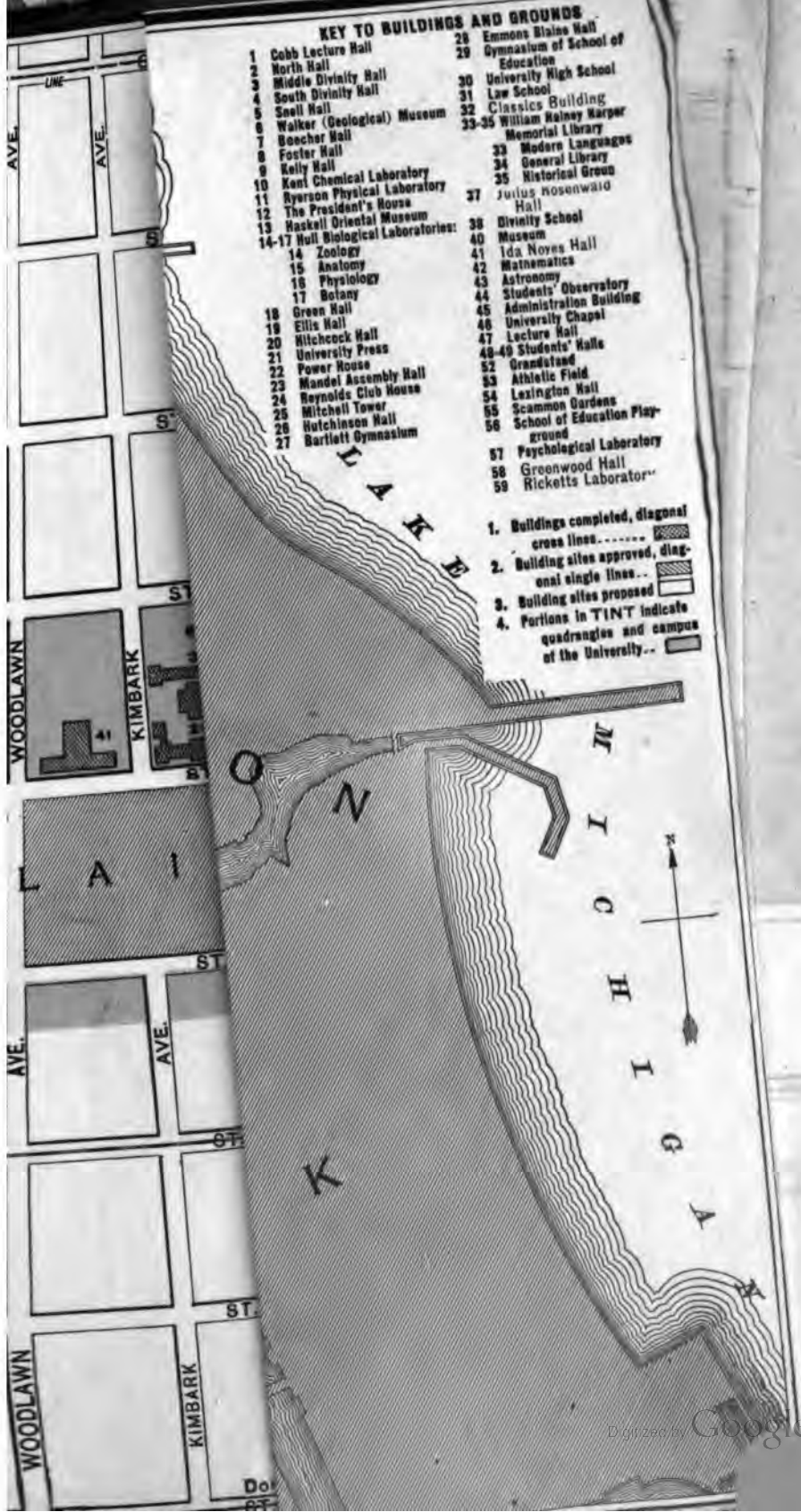
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Univ. of Chicago.

KEY TO BUILDINGS AND GROUNDS

- | | |
|-------------------------------------|--|
| 1 Cobb Lecture Hall | 28 Emmons Blaine Hall |
| 2 North Hall | 29 Gymnasium of School of Education |
| 3 Middle Divinity Hall | 30 University High School |
| 4 South Divinity Hall | 31 Law School |
| 5 Snell Hall | 32 Classics Building |
| 6 Walker (Geological) Museum | 33-35 William Halsey Harper Memorial Library |
| 7 Boecher Hall | 33 Modern Languages |
| 8 Foster Hall | 34 General Library |
| 9 Kelly Hall | 35 Historical Group |
| 10 Kent Chemical Laboratory | Julius Rosenwald Hall |
| 11 Ryerson Physical Laboratory | 36 Divinity School |
| 12 The President's House | 40 Museum |
| 13 Haskell Oriental Museum | 41 Ida Noyes Hall |
| 14-17 Hull Biological Laboratories: | 42 Mathematics |
| 14 Zoology | 43 Astronomy |
| 15 Anatomy | 44 Students' Observatory |
| 16 Physiology | 45 Administration Building |
| 17 Botany | 46 University Chapel |
| 18 Green Hall | 47 Lecture Hall |
| 19 Ellis Hall | 48-49 Students' Halls |
| 20 Hitchcock Hall | 52 Grandstand |
| 21 University Press | 53 Athletic Field |
| 22 Power House | 54 Lexington Hall |
| 23 Mandel Assembly Hall | 55 Scammon Gardens |
| 24 Reynolds Club House | 56 School of Education Play-ground |
| 25 Mitchell Tower | 57 Psychological Laboratory |
| 26 Hutchinson Hall | 58 Greenwood Hall |
| 27 Bartlett Gymnasium | 59 Ricketts Laboratory |

- Buildings completed, diagonal cross lines.....
- Building sites approved, diagonal single lines...
- Building sites proposed
- Portions in TINT indicate quadrangle and campus of the University..



**ANNUAL REGISTER OF THE UNIVERSITY
OF CHICAGO**

THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

Agents

THE CAMBRIDGE UNIVERSITY PRESS
LONDON AND EDINBURGH

THE MARUZEN-KABUSHIKI-KAISHA
TOKYO, OSAKA, KYOTO

KARL W. HIERSEMANN
LEIPZIG

THE BAKER & TAYLOR COMPANY
NEW YORK

The University of Chicago

FOUNDED BY JOHN D. ROCKEFELLER

ANNUAL REGISTER

COVERING THE ACADEMIC YEAR ENDING JUNE 30, 1915, WITH
ANNOUNCEMENTS FOR THE YEAR 1915-1916



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THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS

Published September 1915

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L.A. YOTICOURA

**Composed and Printed By
The University of Chicago Press
Chicago, Illinois, U.S.A.**

CALENDAR FOR THE YEAR 1915-16

1915

June 13	Sunday	Convocation Sunday
June 14	Monday	College Day
June 15	Tuesday	Summer Convocation
June 16	Wednesday	} Quarterly Examinations
June 17	Thursday	
June 18	Friday	
June 18	Friday	
June 21	Monday	Spring Quarter ends
June 14-19		Summer Quarter begins
July 5	Monday	Examinations of College Entrance Examination Board
July 17	Saturday	Celebration of Independence Day: a holiday
		Examinations for removal of conditions and incompletes incurred during Spring Quarter
July 28	Wednesday	Examinations for the First Term of Summer Quarter
July 29	Thursday	First Term of Summer Quarter ends
Aug. 29	Sunday	Second Term of Summer Quarter begins
		Convocation Sunday
Sept. 3	Friday	Examinations for Second Term of Summer Quarter
		Autumn Convocation
Sept. 7-10		Second Term of Summer Quarter ends
Sept. 30	Thursday	Entrance Examinations
		Examinations for removal of conditions and incompletes incurred during Spring and Summer Quarters for all students returning for Autumn Quarter
Oct. 1	Friday	Autumn Quarter begins
Nov. 25	Thursday	Thanksgiving Day: a holiday
Dec. 19	Sunday	Convocation Sunday
Dec. 20	Monday	} Quarterly Examinations
Dec. 22	Wednesday	
Dec. 23	Thursday	
Dec. 21	Tuesday	
Dec. 23	Thursday	Winter Convocation
		Autumn Quarter ends

1916

Jan. 3	Monday	Winter Quarter begins
Jan. 29	Saturday	Examinations for removal of conditions and incompletes incurred during Autumn Quarter
Feb. 12	Saturday	Lincoln's Birthday: a holiday
Feb. 22	Tuesday	Washington's Birthday: a holiday
Mar. 19	Sunday	Convocation Sunday
Mar. 21	Tuesday	Spring Convocation
Mar. 22	Wednesday	} Quarterly Examinations
Mar. 23	Thursday	
Mar. 24	Friday	
Mar. 25-April 2		
April 3	Monday	Quarterly Recess
April 14	Friday	Spring Quarter begins
April 29	Saturday	Annual Conference with Co-operating Schools
		Examinations for removal of conditions and incompletes incurred during Winter Quarter
May 30	Tuesday	Memorial Day: a holiday
June 11	Sunday	Convocation Sunday
June 12	Monday	College Day
June 13	Tuesday	Summer Convocation
June 14	Wednesday	} Quarterly Examinations
June 15	Thursday	
June 16	Friday	
June 16	Friday	
		Spring Quarter ends

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1914/15

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PART I
ORGANIZATION AND GOVERNMENT

THE BOARD OF TRUSTEES OF THE UNIVERSITY OF CHICAGO

OFFICERS

MARTIN A. RYERSON, President

ANDREW MACLEISH,
First Vice-President

FREDERICK A. SMITH,
Second Vice-President

CHARLES L. HUTCHINSON, Treasurer

J. SPENCER DICKERSON, Secretary

WALLACE HOOKMAN, Counsel and
Business Manager

THOMAS WAKEFIELD GOODSPEED,
Corresponding Secretary

TREVOR ARNETT, Auditor

MEMBERS

CLASS I. TERM EXPIRES IN 1915

ADOLPHUS C. BARTLETT

J. OTIS HUMPHREY

HOWARD G. GREY

CHARLES L. HUTCHINSON

CHARLES R. HOLDEN

FRANCIS W. PARKER

FREDERICK A. SMITH

CLASS II. TERM EXPIRES IN 1916

ELI B. FELSENTHAL

JULIUS ROSENWALD

HARRY PRATT JUDSON

MARTIN A. RYERSON

HAROLD F. MCCORMICK

WILLARD A. SMITH

HAROLD H. SWIFT

CLASS III. TERM EXPIRES IN 1917

JESSE A. BALDWIN

†DAVID G. HAMILTON

ENOS M. BARTON

CHARLES E. HUGHES

THOMAS E. DONNELLEY

ANDREW MACLEISH

ROBERT L. SCOTT

† Deceased.

HISTORICAL SKETCH OF THE UNIVERSITY OF CHICAGO

The first University of Chicago closed its work in 1886. Within a few months thereafter Mr. John D. Rockefeller took into consideration the founding of a new institution of learning in that city. In the fall of 1888 he conferred with Professor William R. Harper in regard to it, and finally entered into communication on the subject with Rev. F. T. Gates, Secretary of the American Baptist Education Society. In December, 1888, Mr. Gates brought the matter before the Board of the Society, which approved the effort to establish a well-equipped institution in Chicago, and instructed the Secretary to use every means in his power to originate and encourage such a movement. Being also encouraged by Mr. Rockefeller, Mr. Gates henceforth gave himself, with untiring devotion, to the work of founding the University of Chicago.

At the annual meeting of the Education Society, held in Boston in May, 1889, the Society formally resolved "to take immediate steps toward the founding of a well-equipped college in the City of Chicago." To make it possible to carry out this purpose, Mr. Rockefeller at once made a subscription of \$600,000 toward an endowment fund, conditioned on the pledging of \$400,000 before June 1, 1890.

Immediately following the action in Boston, and the announcement of Mr. Rockefeller's subscription, early in June, 1889, a meeting was held in Chicago, and a College Committee of thirty-six was appointed to co-operate with the Society in the effort to meet the conditions proposed. This committee appointed Rev. T. W. Goodspeed to assist Mr. Gates in raising the \$400,000 required. They accomplished the work, and in addition secured from Mr. Marshall Field, of Chicago, a block and a half of ground, valued at \$125,000, as a site for the new institution. Two and a half additional blocks were afterward purchased for \$282,500, thus providing a site of four blocks, or about twenty-four acres. The streets running through this tract were vacated by the City Council, making the University's land one unbroken piece, two blocks long and two blocks wide. In 1898, by the munificence of Mr. Rockefeller and Mr. Field, two more blocks were added to the campus, at a cost of \$335,000. Later between seven and eight additional blocks were added to these six. The land lies between the two great south parks of Chicago—Washington and Jackson—and fronts south on the Midway Plaisance, which is itself a park connecting the other two. The University now owns, including the grounds of Yerkes Observatory, at Williams Bay, Wis., about 165 acres reserved for educational purposes.

The annual meeting of the Education Society in May, 1890, was held in Chicago, and the Board of the Society adopted articles of incorporation and a charter for the new institution. On September 10 of the same year the University was incorporated with the following Trustees: E. Nelson Blake, first president of the board, Edward Goodman, Hermann H. Kohlsaatt, George C. Walker, William R. Harper, Andrew MacLeish, Martin A. Ryerson, Henry A. Rust, Alonzo K. Parker, Joseph M. Bailey, Charles C. Bowen, Charles L. Hutchinson,

Frederick A. Smith, George A. Pillsbury, Ferdinand W. Peck, Daniel L. Shorey, Francis E. Hinckley, John W. Midgley, Eli B. Felsenhal, Elmer L. Corthell, Charles W. Needham.

The incorporators named in the charter were John D. Rockefeller, E. Nelson Blake, Marshall Field, Fred T. Gates, Francis E. Hinckley, and Thomas W. Goodspeed. The name of the corporation in law, is "THE UNIVERSITY OF CHICAGO." In recognition of the peculiar relation of Mr. Rockefeller to the institution, the Board of Trustees has enacted that on the seal and all official publications of the University the title shall read: "The University of Chicago, founded by John D. Rockefeller."

At the first meeting of the Board after its incorporation in September, 1890, Professor William Rainey Harper, of Yale University, was elected President; and he entered on the duties of his office July 1, 1891. Before Professor Harper accepted the presidency, the scope of the institution had been greatly enlarged. Professor Harper felt that it should be in fact, as well as in name, a university, and Mr. Rockefeller, agreeing with this view, in September, 1890, added \$1,000,000 to his former subscription. In accordance with the terms of this second subscription, the Baptist Union Theological Seminary was removed from Morgan Park to the University site, as the Divinity School of the University, an Academy of the University was established at Morgan Park, and \$100,000 of the amount of the subscription was devoted to the erection of dormitories for the Divinity School on the grounds of the University.

On July 11, 1891, the executors and trustees of the estate of William B. Ogden designated to the University 70 per cent of that portion of the estate devoted by will to benevolent purposes. More than half a million dollars has been realized from this designation for "The Ogden Graduate School of Science of the University of Chicago."

The University began the erection of its first buildings on November 26, 1891. The doors of the University were opened to students and the work of instruction began October 1, 1892. The only buildings then ready for occupancy were Cobb Lecture Hall and the Graduate and Divinity dormitories.

In February, 1892, Mr. Rockefeller made an additional donation to the University of "one thousand 5 per cent bonds of the par value of one million dollars," for the further endowment of instruction. About the same time Mr. S. A. Kent, of Chicago, undertook to provide a fully equipped laboratory of chemistry for the University. This building, the Kent Chemical Laboratory, costing the donor \$235,000, was presented to the University on January 1, 1894.

In March, 1892, Mr. Marshall Field subscribed \$100,000 toward a building and equipment fund, conditioned on the raising of \$1,000,000 in ninety days, his own gift and Mr. Kent's donation being included in that fund. The entire sum was raised within the specified time. This amount was made up for the most part of large sums designated for particular buildings. In addition to the gifts of Mr. Kent and Mr. Field, the following large subscriptions were made for buildings: Silas B. Cobb, \$165,000; Martin A. Ryerson, \$200,000; George C. Walker, \$130,000; Mrs. N. S. Foster, \$60,000; Mrs. Henrietta Snell, \$50,000; Mrs. Mary Beecher, \$50,000; Mrs. Elizabeth G. Kelly, \$50,000.

In 1899 and 1900, Mrs. E. G. Kelly made an additional contribution of \$72,000 for the erection of Green Hall, a dormitory for women, as a memorial to her parents.

In January, 1900, Mrs. N. S. Foster made a new contribution of \$20,000, for the enlargement of Nancy Foster Hall.

In June, 1892, Mr. Martin A. Ryerson was made president of the Board of Trustees and has continued in that position ever since.

In December, 1892, Mr. Rockefeller made a fourth subscription of "one thousand thousand-dollar 5 per cent bonds," as an additional endowment.

Up to this time very little provision had been made for the general equipment of the University. The need of a large fund for this purpose becoming imperative, Martin A. Ryerson, in February, 1893, announced to the Board that he would give \$100,000 toward such a fund, on condition that \$400,000 more were raised. This was done during the ensuing fourteen months. The Ryerson Physical Laboratory was erected in 1893-94.

The Haskell Oriental Museum was erected in 1895-96, Mrs. Caroline E. Haskell having given \$100,000 for that purpose.

December 14, 1895, Miss Helen Culver, of Chicago, presented to the University property valued at \$1,000,000, "the whole gift to be devoted to the increase and spread of knowledge within the field of the biological sciences."

The Astronomical Observatory of the University was built in 1896-97 at Lake Geneva, Wis., and is called the Yerkes Observatory after the donor of the funds.

Charles Hitchcock Hall was erected in 1901-2, Mrs. Hitchcock having given \$200,000 for this and other purposes.

At the Convocation held March 19, 1901, the President announced that the Chicago Institute, founded by Mrs. Emmons Blaine, was to become a School of the University, to be known as the University of Chicago School of Education; that the South Side Academy was to become one of the secondary schools of the University, and that this school and the Chicago Manual Training School would be connected with the University School of Education, the two combined preparatory schools to be named the University High School. The buildings of this School occupy the block fronting south on the Midway Plaisance between Kimbark and Kenwood avenues.

By the assistance of Mrs. Blaine University College was established in 1898 for the benefit of teachers and others unable to attend the University. Instruction has been given in the central part of the city. The enrolment for 1914-15 was 1,212.

With the beginning of the academic year 1901-2 the University instituted instruction in the first two years of a Medical Course. A Medical Faculty was appointed, and the Freshman and Sophomore classes of Rush Medical College were transferred to the University.

The University was enabled to erect the Tower Group through the liberality of Charles L. Hutchinson, Treasurer of the University from its inception, John J. Mitchell, Leon Mandel, John D. Rockefeller, Harold F. McCormick, and through the interest of the executors of the Joseph Reynolds estate. The buildings composing it were erected in 1902-3.

The Frank Dickinson Bartlett Gymnasium was built at the same time, it being made possible through large gifts from Mr. A. C. Bartlett.

In the spring of 1902 the Board of Trustees determined on the organization of a Law School, and the work of instruction began in October, 1902, the Law Building being erected in 1903-4.

On January 10, 1906, the University suffered an incalculable loss in the death of President William Rainey Harper, who had served through fourteen and a half years. On the death of President Harper, Harry Pratt Judson was appointed Acting President of the University, and on February 20, 1907, he was elected President.

Following President Harper's death a fund of nearly \$900,000 was contributed by twenty-two hundred subscribers for the building of the William Rainey Harper Memorial Library. Ground was broken for the Library January 10, 1910, four years from the date of President Harper's death. The building was dedicated at the June Convocation, 1912.

In 1912-13 Martin A. Ryerson built an addition to the Ryerson Physical Laboratory at a cost of \$200,000.

At the Convocations held on August 30, 1912, and on June 10, 1913, President Judson announced gifts aggregating \$550,000 by Mr. Julius Rosenwald and Mr. La Verne Noyes, to be used for the erection of new buildings, the contribution of the latter, \$300,000, for a social center and gymnasium for women.

During the year 1913, the grandstands and the fence around the Athletic Field were completed at a cost of more than \$200,000. These facilities greatly strengthened the Department of Physical Culture and Athletics, which, under the supervision of Professor A. A. Stagg, has had an important and honorable part in the history of the University. During 1914 the interior portion of the grandstands was finished, providing racquets and handball courts and ample accommodations for the contestants in athletics. Toward the completion of the grandstands contributions were made by Mr. Harold F. McCormick and Mr. F. H. Rawson. On October 27, 1914, the Board of Trustees voted to change the name of the Athletic Field to Stagg Field.

On February 27, 1914, ground was broken for the Classics Building, and on March 16, 1914, for Julius Rosenwald Hall, a building to be used by the Departments of Geology and Geography. The former building, costing about \$260,000, was constructed from funds chiefly provided by Mrs. Elizabeth G. Kelly in memory of her husband, Mr. Hiram Kelly. Both buildings were completed during the school year 1914-15. In July, 1914, the erection of the Howard Taylor Ricketts Laboratory, for the use of the Departments of Pathology and Hygiene and Bacteriology was begun. The building, which cost more than \$56,000, was completed in the autumn of the same year. It is named in memory of Assistant Professor Ricketts, of the University, whose career was cut short by typhus fever contracted during his investigation of that disease in Mexico. Work was also begun during 1914 on the Ida Noyes Hall.

On December 15, 1914, the Board of Trustees authorized the affiliation of the Chicago Theological Seminary (Congregational) with the University. After the Autumn quarter of 1915 the faculty and students of the seminary will come

into affiliated relations with the University in accordance with an agreement entered into between the two institutions.

As is well known, Mr. John D. Rockefeller has been the principal contributor to the funds of the University. About \$8,000,000 have been contributed by others. Up to January 1, 1906, Mr. Rockefeller had given to the University about \$15,000,000. Since that date, during the administration of President Judson, his contributions have aggregated nearly \$20,000,000, or a total of almost \$35,000,000. This total includes what Mr. Rockefeller designated his "final" gift, namely \$10,000,000, made December 13, 1910, now being paid in ten equal annual instalments, beginning January 1, 1911. The sum of at least \$1,500,000 of this final gift is "to be used for the erection and furnishing of a University Chapel," the remainder, as far as practicable, for endowment. Mr. Rockefeller wrote concerning the Chapel: "As the spirit of religion should penetrate and control the University, so that building which represents religion ought to be the central and dominant feature of the University group . . . in this way the group of University buildings, with the Chapel centrally located and dominant in its architecture, may proclaim that the University, in its ideal, is dominated by the spirit of religion . . ." The purpose of Mr. Rockefeller, in making this great gift, was to establish, on permanent foundations, the University as now organized. In his letter of gift he wrote: "The founding and support of new departments, or the development of the varied and alluring fields of applied science, including medicine, I leave to the wisdom of the trustees, as funds may be furnished for these purposes by other friends of the University."

President Harry Pratt Judson, in his address at the service on October 8, 1913, commemorating the opening of the University twenty-one years ago, made the following striking comparisons: "The faculty at that time numbered about one hundred; at present it numbers about four hundred. Since that date the number of students who have matriculated, thus having had courses at some time in the University, is 49,941. The total number of students enrolled during the year opening the first of October, 1892, was 742. The number enrolled during the year closing June 30, 1913, was 6,802. The number of those who have received degrees from the University since its opening is 7,050. The grounds belonging to the University in 1892 comprised about twenty-five acres. The present campus, including the Midway frontage on both sides, from Cottage Grove Avenue to Dorchester Avenue, is nearly one hundred acres. The buildings in use on the grounds twenty-one years ago included Cobb Hall and the three dormitories adjoining that building on the south. The University has now about forty buildings. The total of gifts paid in at the opening amounted to \$925,813.08. The total of gifts paid in at this time amounts to \$35,086,836.45. In addition to that sums pledged and payable within a short time in the future amount to \$7,495,000. . . . The most vital assets of the University, however, are not found in millions of endowment, in great buildings, or in extensive acreage of land, but consist rather in the students, the alumni, the men and women who are doing university work. Character and intellectual attainments cannot be purchased by money, and are the finest fruitage of all the work which the University has done or will do."

The annual enrolment of students has been as follows:

1892-3.....	742	1904-5.....	4,598
1893-4.....	920	1905-6.....	5,079
1894-5.....	1,347	1906-7.....	5,070
1895-6.....	1,815	1907-8.....	5,109
1896-7.....	1,880	1908-9.....	5,659
1897-8.....	2,307	1909-10.....	6,007
1898-9.....	2,959	1910-11.....	6,355
1899-1900.....	3,183	1911-12.....	6,506
1900-1.....	3,520	1912-13.....	6,802
1901-2.....	4,450	1913-14.....	7,301
1902-3.....	4,463	1914-15.....	7,781
1903-4.....	4,580		

THE STATUTES OF THE UNIVERSITY

(Enacted by the Board of Trustees)

1. *The University* includes four Divisions: the Schools and Colleges; the University Extension; the University Libraries, Laboratories, and Museums; the University Press.

2. *The Schools and Colleges* include:

a) The Divinity School, the Graduate School of Arts and Literature, the Ogden Graduate School of Science, the School of Education, the Law School, already organized; the School of Medicine, partly organized; the School of Technology, the School of Fine Arts, and the School of Music, to be established.

b) The College of Arts, the College of Literature, the College of Philosophy, the College of Science, the College of Education, the College of Commerce and Administration, and University College. Each of these colleges (with respect to its work) is divided into a Junior College and a Senior College. The former includes the first half of the curriculum, ordinarily known as the work of the Freshman and Sophomore classes, and the latter the second half, ordinarily known as the work of the Junior and Senior classes.

3. *The University Extension* includes the Correspondence-Study Department and the Library and Reading Department. It is the function of the Division to direct work done by students who are unable to attend exercises held at the University.

4. *The University Libraries, Laboratories, and Museums* include the General Library and all departmental libraries, the General Museum and all special museums, and the Laboratories of the University.

5. *The University Press* includes the Manufacturing Department, the Publication Department, the Retail Department, and the Mailing and Shipping Department.

6. *The President* of the University is the executive head of the University in all its departments, exercising such supervision and direction as will promote the efficiency of every department; he is responsible for the discipline of the University; he presides at the meetings of all Ruling Bodies of the University, and is the official medium of communication between the Faculties and the Board of Trustees, and between the students of the University and the Board of Trustees; he recommends to the Board of Trustees appointments to the several Faculties; he is responsible for carrying out all measures officially agreed upon by the Faculties in regard to matters committed to them by the Board, and such measures concerning the internal administration of the University as the Board of Trustees may enact. He makes an annual report to the Board of Trustees of the work and condition of the University in all its departments.

7. *The University Chaplain*, in co-operation with the President, the University Preacher, and other officers, studies and proposes methods of promoting the spiritual life of the University, and the harmony and efficiency of its religious and benevolent organizations; he also serves as needed in religious exercises and ministers as a pastor.

8. *The University Recorder and Examiner* serves as secretary of the various Ruling Bodies of the University and has charge of the record of courses taken by each student and the rank attained in them, of diplomas, certificates of work, and letters of dismissal; he also has charge of the admission of students to all schools and colleges of the University, under regulations established by the Faculties.

9. *Deans.*—The Divinity School, the Faculties of Arts, Literature, and Science, the Graduate School of Arts and Literature, the Ogden Graduate School of Science, the Law School, the School of Education, the Board of Medical Affairs, the Senior Colleges, the College of Commerce and Administration, the Junior Colleges, and University College, have at least one Dean. There is also a Dean of Women. Each Dean supervises in general the administration of his school or college, meeting personally the students and advising with them as to their courses of study.

10. *Directors.*—The University Libraries, the Laboratories, the Museums, the School of Education, the Observatory, the Press, and the Department of Physical Culture and Athletics are each under the general charge of a Director.

11. *The Lecturers and Teachers* of the University are classified as follows: the Professor, the Associate Professor, the Assistant Professor, the Instructor, the Associate, the Assistant, and the Fellow. The tenure of office of assistant professors is four years; of instructors, three years; of associates, two years; of assistants and fellows, one year. At the end of the said term the connection with the University of an assistant professor, instructor, associate, assistant, or fellow, ceases, unless he be reappointed. All officers of instruction and government are subject to removal for inadequate performance of duty or for misconduct.

12. *Organization and Powers of the University Ruling Bodies.*

PREAMBLE

This Statute shall be known as the University Government Statute, and it may be amended under that title. It is referred to herein as "this Statute," and the references herein to articles and sections designate the divisions of this Statute.

All advisory, legislative, and administrative powers in the University concerning its collegiate, graduate, and professional work, except those vested in the President by the Board of Trustees, shall be exercised by, or under the authority of, the Ruling Bodies specified in this Statute, according to their respective jurisdictions as herein defined.

ARTICLE I

THE UNIVERSITY RULING BODIES

The University Ruling Bodies shall consist of:

The University Senate.

The General Administrative Board.

The Faculty of the Colleges of Arts, Literature, and Science.

The Faculty of the Graduate School of Arts and Literature and of the Ogden Graduate School of Science.

The Faculty of the Divinity School.

The Faculty of the Law School.

The Faculty of the College of Education.

The University Boards.

The University Congregation.

ARTICLE II

PROVISIONS COMMON TO SEVERAL RULING BODIES

SECTION 1. *Constitution.*—

a) All persons, other than lecturers, above the rank of assistant, who are appointed for at least one year and substantially half of whose work for the current year is in a particular School or College, shall be members of its Faculty.

b) Assistants who are appointed for at least one year to give instruction in a particular School or College may attend the meetings and take part in the deliberations of its Faculty, but shall not vote.

c) Vacancies in the places of *ex-officio* representatives in any Ruling Body or Executive Board may be temporarily filled by persons appointed by the President.

d) The President shall be the presiding officer and the Recorder the secretary of each Ruling Body.

SEC. 2. *Jurisdiction and Powers.*—Each Faculty shall have general legislative and administrative power over all matters pertaining to its own meetings, and to the admission requirements, curricula, instruction, examinations, grading, and degrees in its own Schools or Colleges. These powers of each Faculty shall be exclusive and final, except as otherwise specified in this Statute.

a) Any action of a Faculty that in the judgment of the Senate seriously affects the general interests of the University may be disapproved by the Senate, in which case it shall become ineffective. Such disapproval shall require a two-thirds vote of the members of the Senate present, and must include the concurrence of at least one-half of the members in residence.

b) Any action of a Faculty that in the judgment of the Senate seriously affects the interests of another Faculty may, upon the protest of the Faculty concerned, be altered or reversed by the Senate.

c) Any action of a Faculty, chiefly administrative in character, that substantially affects either the interests of another Faculty or the general administration of the University, may be altered or reversed by the Senate, or by the General Board.

d) Each Faculty concerned shall be given an opportunity to be heard by the Senate or General Board, through representatives appointed by it for that purpose, before final action is taken by the Senate or General Board under a), b), or c), preceding. The operation of Faculty actions may, however, be suspended meanwhile, in the discretion of the Senate or General Board.

e) Questions of jurisdiction arising under this Statute between a Faculty and the Senate, or a Faculty and the General Board, shall be determined by the President.

SEC. 3. *Executive Boards.*—Any Faculty or any group of Faculties associated for administrative purposes may establish Executive Boards (not elsewhere provided for in this Statute) empowered to carry into effect such enactments as their respective Faculties may designate. Special Boards may be established for special functions. The members of these Boards shall be appointed annually by the Board of Trustees on the nomination of the President, and the number of members of each shall be determined from time to time by their Faculties. The President shall be chairman and the Recorder the secretary of each Board. These Boards shall report all actions to their respective Faculties, which retain all legislative power and may alter or reverse such actions and prescribe rules for the government of their respective Boards. Any Board may make recommendations to its Faculty for legislation.

ARTICLE III

THE UNIVERSITY SENATE

SECTION 1. *Constitution.*—The Senate shall consist of the President and all professors of full rank in the University.

SEC. 2. *Jurisdiction and Powers.*—

a) The Senate shall have general legislative and administrative power over all matters not specifically reserved to a Faculty by this Statute.

b) In regard to matters specifically reserved to a Faculty the Senate shall have the jurisdiction specified in Art. II, sec. 2, a), b), c), and d).

c) The Senate may make recommendations to any Faculty concerning matters within the jurisdiction of the latter.

d) The Senate may alter or reverse actions of the General Board or of any University Board, and may prescribe rules for their government.

- e) The Senate shall determine all questions of jurisdiction arising under this Statute between Ruling Bodies, except those questions specified in Art. II, sec. 2, e).
- f) The Senate shall determine all matters pertaining to its own meetings.

ARTICLE IV

THE GENERAL ADMINISTRATIVE BOARD

SECTION 1. Constitution.—The General Board shall consist of:

- a) The President, the Recorder, and the Chaplain.
- b) The Dean of the Faculties of Arts, Literature, and Science, the Deans of all Schools and Colleges whose Faculties are constituted by this Statute, the Deans of the Senior and Junior Colleges, the Dean of Medical Students, the Director of University Extension, the Dean of Women, and the University Examiners.

SEC. 2. Jurisdiction and Powers.—The General Board shall have power, subject to the control of the Senate:

- a) To act in regard to all matters chiefly administrative in character not specifically reserved to a Faculty by this Statute.
- b) To act in regard to matters specifically reserved to a Faculty, with the jurisdiction specified in Art. II, sec. 2, c) and d).
- c) To alter or reverse the action of any University Board in any matter chiefly administrative in character.
- d) To determine all matters pertaining to its own meetings.

ARTICLE V

THE FACULTY OF THE COLLEGES OF ARTS, LITERATURE, AND SCIENCE

SECTION 1. Constitution.—The Faculty shall consist of:

- a) The President.
- b) The Dean of the Faculties of Arts, Literature, and Science, the Dean of the Senior Colleges, the Deans of and in the Junior Colleges, the Dean of Women, the Departmental Examiners, and the Secretaries of the Lecture-Study and Correspondence-Study Departments.
- c) The Heads, Acting Heads, and Chairmen of Departments in the Colleges of Arts, Literature, and Science.
- d) Officers of instruction in the Colleges of Arts, Literature, and Science, as defined under Art. II, sec. 1, a).

e) The Dean and one representative from each professional Faculty (Divinity, Law, Education) appointed annually by the Board of Trustees on the nomination of the President.

SEC. 2. Jurisdiction and Powers.—The Faculty shall have control of the work in the Colleges of Arts, Literature, and Science, and of recommending candidates for the title of Associate and for the degrees of A.B., Ph.B., and S.B., with the jurisdiction and powers defined in Art. II, secs. 2 and 3. It shall also have control over all student-activities administered by the Boards constituted in sec. 3, following.

SEC. 3. COLLEGE EXECUTIVE BOARDS.—

a) A *Board of the Junior Colleges* shall be constituted as follows: The President, the Dean of the Faculties, the Deans of and in the Junior Colleges, the Dean of the College of Commerce and Administration, the Dean of Women, the Departmental Examiners, and such number of appointive members as shall be determined from time to time by the Faculty. The Board shall have charge of the affairs of the Junior Colleges.

b) A *Board of the Senior Colleges* shall be constituted as follows: The President, the Dean of the Faculties, the Dean of the Senior Colleges, the Dean of the College of Commerce and Administration, the Deans of the professional Schools and Colleges, the Dean of Medical Students, the Dean of Women, the Examiners for Colleges, and such number of appointive members as shall be determined from time to time by the Faculty. The Board shall have charge of the affairs of the Senior Colleges.

c) A *Board of Admissions* shall be constituted as follows: The President, the Dean of the Faculties, the Deans of the Senior and Junior Colleges, the Departmental Examiners, and such number of appointive members as shall be determined from time to time by the Faculty. The Board shall have charge of the admission of students to the Colleges of Arts, Literature, and Science.

d) A *Board of Physical Culture and Athletics* shall be constituted as follows: The President, the Dean of the Faculties, the Deans of the Senior and Junior Colleges, the Director of the Department of Physical Culture and Athletics, two instructors (one of them

in charge of Physical Culture for women) appointed from that Department, the University Physician, a Dean of Women, one representative of the Alumni of the University chosen annually under regulations prescribed by the Board, and such number of appointive members as shall be determined from time to time by the Faculty. All of these appointive members need not belong to the Faculty of the Colleges. The Board shall have charge of work of the Department of Physical Culture and Athletics.

e) A *Board of Student Organizations, Publications, and Exhibitions* shall be constituted as follows: The President, the Dean of the Faculties, the Deans of the Senior and Junior Colleges, a Dean of Women, the Director of Music, the Director of the University Band, an instructor appointed from the Department of Public Speaking, two faculty members appointed from the Reynolds Club Council, and such number of appointive members as shall be determined from time to time by the Faculty. All of these appointive members need not belong to the Faculty of the Colleges. The Board shall have general supervision of all student organizations, publications, and exhibitions.

f) All appointive members of these Boards shall be appointed annually by the Board of Trustees on the nomination of the President.

g) The President shall be the chairman and the Recorder the secretary of each Board.

h) Each Board shall report all actions to the Faculty of the Colleges, which retains all legislative power and may alter or reverse such actions, and prescribe rules for the government of all its Boards. Any Board may make recommendations to the Faculty for legislation.

ARTICLE VI

THE FACULTIES OF THE GRADUATE SCHOOL OF ARTS AND LITERATURE AND OF THE OGDEN GRADUATE SCHOOL OF SCIENCE

SECTION 1. *Constitution.*—The Faculties of the Graduate School shall consist of:

a) The President.

b) The Dean of the Faculties of Arts, Literature, and Science, the Dean of the Graduate School of Arts and Literature, the Dean of the Ogden Graduate School of Science, the Dean of Women, and the Examiner for Colleges.

c) The Heads, Acting Heads, and Chairmen of Departments in the Schools of Arts, Literature, and Science.

d) Officers of instruction in the Graduate Schools as defined under Art. II, sec. 1, a).

e) Any member of the University under whose guidance and responsibility a dissertation for the degree of Ph.D. has been completed in the University and finally accepted for the degree.

SEC. 2. *Jurisdiction and Powers.*—The Graduate Faculties shall have control of the work in the Graduate Schools and of recommending candidates for the degrees of A.M., S.M., and Ph.D., with the jurisdiction and powers defined in Art. II, secs. 2 and 3. Unless special meetings are separately called, the Graduate Faculties meet and act together as a single body.

SEC. 3. *The Separate Graduate Faculties.*—

a) The President, the Dean of the Faculties, the Dean of the Graduate School of Arts and Literature, and members of the Graduate Faculties constituted as in sec. 1, above, substantially half of whose work is in the Graduate School of Arts and Literature, shall be members of the Faculty of that School. The President, the Dean of the Faculties, the Dean of the Ogden Graduate School of Science, and members of the Graduate Faculties substantially half of whose work is in the Ogden Graduate School of Science, shall be members of the Faculty of that School.

b) Upon the call of the President or the Dean of its School, either Faculty may meet separately to take action concerning those matters mentioned in sec. 2, above, that affect its own School. Whenever such separate action is inconsistent with any action of the Graduate Faculties meeting together, it shall not become effective until approved by those Faculties in joint meeting, or by the Senate.

ARTICLE VII

THE FACULTY OF THE DIVINITY SCHOOL

SECTION 1. *Constitution.*—The Faculty shall consist of:

a) The President.

b) The Dean of the School.

c) The Heads, Acting Heads, and Chairmen of Departments in the School.

d) Officers of instruction in the Divinity School as defined under Art. II, sec. 1, a).

SEC. 2. Jurisdiction and Powers.—The Faculty shall have control of the work in the Divinity School, of recommending candidates for the degree of D.B., and of recommending its students to the Graduate Faculties for admission to candidacy for the Master's and Doctor's degrees and for those degrees, with the jurisdiction and powers defined in Art. II, secs. 2 and 3.

SEC. 3. Existing Legislation.—This Statute, as concerns the Divinity School, is subject to the existing regulations of the Board of Trustees governing the relations of the Divinity Faculty to the University.

ARTICLE VIII

THE FACULTY OF THE LAW SCHOOL

SECTION 1. Constitution.—The Faculty shall consist of:

- a) The President.
- b) The Dean of the School.
- c) Officers of instruction in the Law School as defined under Art. II, sec. 1, a).

SEC. 2. Jurisdiction and Powers.—The Faculty shall have control of the work in the Law School, and of recommending candidates for the degrees of LL.B. and J.D., with the jurisdiction and powers defined in Art. II, secs. 2 and 3.

ARTICLE IX

THE FACULTY OF THE COLLEGE OF EDUCATION

SECTION 1. Constitution.—The Faculty shall consist of:

- a) The President.
- b) The Director of the School of Education, the Dean of the College of Education, the Deans of the University High School, and the Principal of the University Elementary School.
- c) The Heads, Acting Heads, and Chairmen of Departments in the School of Education.
- d) Officers of instruction in the College of Education as defined under Art. II, sec. 1, a), and members of the Department of Education in the Colleges and Graduate Schools of Arts, Literature, and Science.
- e) At least one representative of the Faculty of Arts, Literature, and Science from each of the groups recognized in the group conferences; and at least one representative each from the Faculty of the University High School and from the Faculty of the University Elementary School; to be appointed annually by the Board of Trustees on the nomination of the President.

SEC. 2. Jurisdiction and Powers.—The Faculty shall have control of the work in the College of Education and of recommending candidates for the two-years certificate of the College of Education and for the degree of Ed.B., with the jurisdiction and powers defined in Art. II, secs. 2 and 3.

SEC. 3. Organization.—The present internal organization of the constituent parts of the School of Education, including the College of Education, shall not be otherwise affected by this Statute.

ARTICLE X

THE UNIVERSITY BOARDS

SECTION 1. List of Boards.—To direct and control the work connected with the official publications of the University Press, the management of libraries, laboratories, and museums, medical affairs, university extension, university relations, religious activities, student employment, and the recommendation of teachers, there shall be the following University Boards:

- | | |
|--|------------------------------------|
| The Board of the University Press. | The Board of University Extension. |
| The Board of Libraries and Laboratories. | The Board of University Relations. |
| The Board of Museums. | The Board of the Christian Union. |
| The Board of Medical Affairs. | The Board of Student Employment. |
| The Board of the College of Commerce and Administration. | The Board of Recommendations. |

SEC. 2. Constitution.—The various Boards shall consist of the following members:

- a) The President.
- b) Eight members, appointed annually by the Board of Trustees on the nomination of the President.
- c) Administrative officers in charge of any of the activities controlled by Boards are ex-officio members of the appropriate Boards.

d) Editors-in-chief of departmental journals are ex-officio members of the Board of the University Press.

e) Library advisers of group libraries and the Director of the Press are ex-officio members of the Board of Libraries and Laboratories.

f) The Director of the Press is ex-officio a member of the Board of Museums.

g) All persons giving medical instruction who are above the rank of assistant and are appointed for more than one year are ex-officio members of the Medical Board.

h) The Chairman of the Section Committees, the Secretaries, and the Visitors are ex-officio members of the Board of University Extension.

i) Departmental Examiners and Departmental Delegates are ex-officio members of the Board of University Relations.

j) The Board of the Christian Union shall be composed of the President of the University; the Recorder of the University; the Chaplain of the University; the President or Chairman of its co-operating organizations, or of their advisory boards; the salaried secretaries of such organizations; the Chairman of the Settlement Board; the Director of the choir; the Dean of women, ex-officio, and ten members of the Faculties of the University and ten members of the student body to be nominated by the Student Councils, to be appointed by the President of the University, and such other officially recognised student bodies as may take action to this end.

k) The Secretary to the President, the Secretaries of the Young Men's Christian Association and of the Young Women's Christian League, and the Manager of the Employment Bureau are ex-officio members of the Board of Student Employment.

l) One representative from each department in the Colleges of Arts, Literature, and Science shall be appointed annually to the Board of Recommendations by the Board of Trustees on the nomination of the President.

m) The board for the administration of the College of Commerce and Administration shall consist of the President of the University, the Dean of the Faculty of Arts, Literature, and Science, the Dean of the College of Commerce and Administration, the University Recorder, and eight members of the Faculty appointed by the President.

SEC. 3. *Special Provisions.*—

a) The Board of University Relations meets in two sections, the first for the consideration of relations with institutions of university and college grade, and the second for the consideration of relations with institutions of secondary grade.

SEC. 4. *Jurisdiction and Powers.*—

a) Each University Board shall have legislative and administrative power in regard to those matters for the direction and control of which it is constituted.

b) Each University Board shall report all actions to the Senate and the General Board.

c) Any action of a University Board may be altered or reversed by the Senate.

d) Any action of a University Board, chiefly administrative in character, may be altered or reversed by the General Board.

e) Each Board concerned shall be given an opportunity to be heard by the Senate or General Board, through representatives appointed by it for that purpose, before final action is taken under c) or d), preceding. The operation of Board actions may, however, be suspended meanwhile, in the discretion of the Senate or General Board.

ARTICLE XI

THE UNIVERSITY CONGREGATION

SECTION 1. *Constitution.*—The Congregation shall consist of such persons of the following classes as have been duly registered:

a) Officers of administration and instruction of the rank of instructor and above.

b) Doctors of Philosophy of the University.

c) Representatives of the Doctors of Law (J.D.) and Bachelors of Laws of the University; of the Bachelors of Divinity of the University of three years standing; of the Masters of Arts, Philosophy, and Science of the University of five years standing; of the Bachelors of Arts, Philosophy, and Science of the University of ten years standing—under the following conditions, viz.: not more than five from the Doctors of Law and Bachelors of Laws; from the Bachelors of Divinity; from the Masters of Arts, Philosophy, and Science; and not more than ten from the Bachelors of Arts, Philosophy, and Science, shall be elected yearly for a

term of ten years by their respective alumni associations, each association having power to fill vacancies as they occur.

d) Such others as may be recommended by the Senate and elected by the Congregation to honorary membership—provided that not more than five honorary members may be elected yearly.

e) Registration is effected when the member has recorded his name on the official roll of the Congregation kept by the Recorder.

SEC. 2. Officers, Meetings, and Functions.—A Vice-President, Treasurer, and Marshal are elected annually. At least one stated meeting is held annually, and the Congregation may be convened at other times according to such regulations as it may prescribe or at the call of the President. It may consider actions of all Ruling Bodies, and may make recommendations.

ARTICLE XII

DEPARTMENTS

SECTION 1. Constitution.—A department shall consist of members of any Faculty as defined in sec. 1, a) regularly appointed to give instruction or carry on research in one of the well-recognized divisions of study and investigation.

SEC. 2. Powers and Organization.—

a) The department as a body, subject to the approval of the President and the Board of Trustees, and subject to the general statutes of the University, shall determine from time to time the general policy and work of the department and include among its duties: (1) The duty of determining in consultation with the Dean of the school or college in which the department may be established the program of studies offered by the department; the candidacy of students for higher degrees; the examination of candidates for higher degrees; the filing of theses for higher degrees; the assignment of rooms allotted to the department; (2) The duty of editing the departmental journal, if any be edited; of determining the policy of the departmental library and of recommending the appropriation of the money assigned to the department for books and apparatus; of providing for the examination and acceptance of theses for higher degrees; and of examining candidates for higher degrees.

b) The administration of the department shall ordinarily be conducted through a chairman, who shall be appointed by the President from the department to serve for three years, at the end of which period a new chairman shall be appointed or the same one reappointed.

c) In the case of a large department a secretary shall ordinarily be appointed by the President from the department to aid in the work of administration. For this work he shall receive appropriate compensation.

d) The chairman shall preside at all meetings of the department. He shall be the executive officer of the department and be charged with the power and duty of carrying out the regulations adopted by the department. He shall be the official representative of the department in all official communications with the President and with other officers and boards of the University, and also in all departmental communications with students.

SEC. 3. Exceptions.—The method of departmental organization and management provided for in sec. 2 above shall be applied to departments having permanent heads at the time this legislation is enacted, when the headship of such departments shall become vacant, provided, however, that other forms may in exceptional cases be temporarily adopted.

ARTICLE XIII

AMENDMENTS

Amendments to this Statute may be recommended to the Board of Trustees in either of the following ways:

a) Amendments may be recommended to the Senate by any Ruling Body, or the Senate itself may propose them. An opportunity shall then be given to any other Ruling Bodies affected also to make recommendations upon the matter to the Senate. By a majority vote the Senate may recommend the proposed amendments to the Board of Trustees for adoption. Should the Senate be adverse, any Faculty may still have the matter presented to the Board of Trustees by a two-thirds vote (a majority of the voting members of the Faculty in residence being present), in which case there shall be laid before the Board of Trustees a report stating the recommendations of all Ruling Bodies and the adverse action of the Senate, with the reasons for each.

b) Upon call of the President, or at the request of the Senate, or of any two Faculties, or of any one Faculty by a two-thirds vote, a joint meeting shall be held of all Faculties at which amendments may be recommended directly to the Board of Trustees. The Senate or any Faculty may dissent from these recommendations and may present to the Board of Trustees a statement containing the reasons therefor.

13. *The Academic Year* is divided into four quarters. The Summer Quarter is divided into two terms. The year begins with the first day of the Summer Quarter. The Autumn Quarter begins about October first and continues until shortly before Christmas. The Winter Quarter begins about January second and continues eleven to twelve weeks. The Spring Quarter begins approximately a week after the end of the Winter Quarter, and continues eleven to twelve weeks. The Summer Quarter begins immediately after the Spring Quarter and continues about eleven weeks. There is a recess of about a month between the Summer and Autumn Quarters.

14. *Work and vacation credit of instructors.*—Each resident instructor gives instruction thirty-six weeks of the year, ten hours a week or its equivalent. The instructor takes his vacation in any one of the four quarters, according as it may be arranged, or he may take two vacations of six weeks each at different periods of the year. For every quarter or term in a year he may teach, in addition to the number of hours required, he receives, according as it may be arranged by the President, either an extra full pro-rata vacation or an extra two-thirds pro-rata salary, payable monthly during such vacation period. In case of resignation vacation credit thus earned is paid on the basis of two-thirds pro-rata salary.

With reference to vacation credit the following limitations are to be observed:

1) No obligation against the University for extra vacation credit shall be created except by vote of the Board of Trustees, on recommendation of the President, in each individual case.

2) As a rule no member of the Faculty may acquire at a given time more than nine months extra vacation credit.

3) No member of the Faculty lower in rank than an Associate shall be entitled to obtain extra vacation credit.

15. *Convocation.*—A quarterly Convocation is held during the last week of each quarter. At this Convocation degrees are conferred upon students who have completed their courses of study.

16. *Retiring allowances.*—1) Any person in the service of the University and sixty-five years of age who holds the position of President of the University, Director or Associate Director of the University Libraries, or University Examiner, and who has been for a period of fifteen years in the service of the University, in a rank not lower than Assistant Professor; and any person in the service of the University and sixty-five years of age, who has been, for a period of fifteen years in a rank not lower than Assistant Professor, a member of the teaching staff of the Graduate Schools of Arts, Literature, and Science, the Graduate Divinity School, the Law School, or the Colleges, may retire from active service, or be retired by the Board of Trustees, on an annual allowance to be computed as follows:

a) For fifteen years of service, forty per cent of the average annual salary received during the five years immediately preceding the time of retirement.

b) For each year of service beyond fifteen years, two per cent of the said average annual salary.

But no annual allowance shall exceed sixty per cent of the said average annual salary, nor shall it exceed \$3,000.

A person between sixty-five and seventy years of age, eligible to a retiring allowance, may retire, or may be retired by the Board of Trustees; at the age of seventy years he shall retire, unless the Board of Trustees specially continues his service.

2) The widow of any person in receipt of, or eligible to, a retiring allowance at the time of his death, shall be entitled to one-half of the amount of his allowance during the period of her widowhood, provided she was his wife at the time of his retirement and had been his wife for not less than ten years before his death.

3) No right or claim under this statute shall vest in, or accrue to, any person until a retiring allowance shall become due and payable under and in accordance with it; and the exercise of the right or power of the Board of Trustees to terminate the service, or reduce the salary, of any person shall not give to such person any claim or cause of action hereunder against the University.

4) The Board of Trustees reserves the right to suspend the retiring allowance of any person who, while in receipt of such allowance, accepts an appointment on the staff of any other institution of learning.

5) The obligation of the University to pay retiring allowances shall be neither greater nor less than its obligation to pay salaries to persons in active service, so that if misfortune should compel a percentage reduction of salaries, retiring allowances may be reduced in the same proportion.

6) Nothing in this statute shall preclude the Board from granting other retiring allowances, or allowances on account of disability, to officers of administration or instruction, or their widows, where the term and character of service or the special circumstances of the case make the same appropriate, or from adding a term of years to the actual years of service of a person who enters the service of the University as an associate professor or of higher rank.

7) The Board of Trustees retains the power to alter this statute, but the alteration shall not have any effect as to persons of the class or rank mentioned in Article 1 at the time of such alteration.

17. *Classification of courses.*—Courses of instruction in the University are classified as majors and minors. The minor calls for four or five hours of classroom work, or its equivalent, each week for six weeks; the major, for four or five hours of classroom work, or its equivalent, each week for twelve weeks. A minor calling for eight to ten hours of classroom work, or its equivalent, each week, is called a double minor; a major calling for eight to ten hours of classroom work, or its equivalent, each week, is called a double major. The regular work of a student during each quarter is three majors or their equivalent.

18. *Non-resident work.*—In substituting non-resident work for resident work, the following are the conditions:

a) The non-resident student is required to matriculate in the University, and, before receiving any degree, to spend one year of the time required for it in residence.

b) Non-resident work done under the direction of the University Extension Division of the University of Chicago, when duly completed and reported, will be accepted as meeting the requirement for the Bachelor's degree to the maximum amount of eighteen majors, provided such credit be conditioned upon at least one year of satisfactory work in residence.

c) Non-resident work for an advanced degree will be accepted for not more than one-third of the total requirement for such degree. The candidate will be required to pass the first year of his graduate study in residence at the University, unless he is able to satisfy the head of the department in which his particular work is to be done that he can do the introductory work in a satisfactory manner when not in attendance.

d) The non-resident work for advanced degrees must be performed under the general direction of the head of the department.

e) The examination for credit on a non-resident course must be passed at the University of Chicago, or, if elsewhere, under supervision approved by the University.

f) The final examination for advanced degrees must be passed at the University of Chicago.

19. *Divisions and Student Councils.*—The students of the Colleges are classified in four divisions, according to the number of major credits on the University records. From these divisions student representatives are chosen to form Senior and Junior College Councils. These councils serve as the executive committees of the students, consider any matters referred to them by the Faculty and report upon the same, and superintend any meetings or celebrations of the students of the Senior and Junior Colleges respectively. The councilors act in connection with the Faculty officers of each division.

20. *Fellowships.*—The Fellowships of the University are assigned on the ground of proficiency already attained in a given department. The Fellow is expected to give one-sixth of his time to some service in connection with the University. He is not permitted while holding a fellowship to do work of any kind for which he receives remuneration, without the permission of the President.

21. *Chapel service and public worship.*—A daily chapel service is held on week days. Attendance is required one day in each week from students in the Colleges.

22. *Cap and gown.*—The official cap and gown are worn by the instructors and students of the University on appropriate public occasions.

23. *Degrees.*—The degrees of Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, Bachelor of Arts in Education, Bachelor of Philosophy in Education, Bachelor of Science in Education, Bachelor of Education, Master of Arts, Master of Science, Doctor of Philosophy, Bachelor of Theology, Bachelor of Divinity, Bachelor of Laws, Doctor of Music, and Doctor of Law (J.D.) are conferred upon the recommendation of the several Faculties. Candidates for degrees are recommended only after a residence at the University of at least one year. The (honorary) degrees of Doctor of Divinity, Doctor of Music, and Doctor of Laws are conferred upon the recommendation of the University Senate. These degrees are granted only for specific achievements in such fields as scholarship, discovery, or administration. At

the Convocation ceremony the President recites the specific ground upon which these degrees are conferred, and the recipients are present in person.

24. *Titles and Certificates.*—The title of Associate is conferred upon students who complete the work of the Junior Colleges, in accordance with the regulations of the Faculty of the Colleges; and the two-years certificate of the College of Education is conferred upon students who complete that amount of work according to the regulations of the Faculty of the College of Education.

25. *Official documents.*—The official documents of the University are: (a) the *Weekly Calendar*; (b) the *University Record*; (c) the *Annual Register*; (d) the *Announcements, Bulletins, and Circulars of Information*; (e) the *Quarterly Time Schedules*; and (f) the *President's Report*.

26. All rules, regulations, and statutes, heretofore adopted, inconsistent with these statutes, are hereby repealed.

GENERAL ORGANIZATION OF THE UNIVERSITY

The University is organized in Divisions, as follows: Schools and Colleges; University Extension; Libraries, Laboratories, and Museums; University Press.

The Schools at present organized are: the *Graduate School of Arts and Literature*; the *Ogden Graduate School of Science*; the *Divinity School*; the *Law School*; the *Medical Courses* (in co-operation with Rush Medical College); and the *School of Education*.

The Colleges at present organized are: the *Colleges of Arts, of Literature, of Science, of Philosophy, of Commerce and Administration*; the *College of Education*; *University College*.

The Extension Division directs the work of students who are unable to attend exercises held at the University.

Under the third Division are included: the *General Library* and all *Departmental Libraries*; Laboratories; the general museums and all special museums.

The University Press has charge of all printing and publication for the University, and of the purchase and distribution of books and supplies.

OFFICERS OF ADMINISTRATION

HARRY PRATT JUDSON, President of the University.

WALTER A. PAYNE, University Recorder and Examiner.

†CHARLES RICHMOND HENDERSON, Chaplain.

J. SPENCER DICKERSON, Secretary of the Board of Trustees.

THOMAS WAKEFIELD GOODSPEED, Corresponding Secretary.

WALLACE HECKMAN, Counsel and Business Manager.

TREVOR ARNETT, Auditor.

DAVID ALLAN ROBERTSON, Secretary to the President.

SCHOOLS AND COLLEGES OF ARTS, LITERATURE, AND SCIENCE

JAMES ROWLAND ANGELL, Dean of the Faculties of Arts, Literature, and Science.

ALBION WOODBURY SMALL, Dean of the Graduate School of Arts and Literature.

ROLLIN D. SALISBURY, Dean of the Ogden Graduate School of Science.

MARION TALBOT, Dean of Women.

SOPHONISBA PRESTON BRECKINRIDGE, Assistant Dean of Women.

LEON CARROLL MARSHALL, Dean of the Senior Colleges, and Dean of the College of Commerce and Administration.

HENRY GORDON GALE, Dean of Science in the Colleges.

ROBERT MORRIS LOVETT, Dean of the Junior Colleges.

PERCY HOLMES BOYNTON, JAMES WEBER LINN, FRANK JUSTUS MILLER,

ELIZABETH WALLACE, Deans in the Junior Colleges.

OTIS WILLIAM CALDWELL, Dean of University College.

† Deceased.

PROFESSIONAL SCHOOLS

SHAILER MATHEWS, Dean of the Divinity School.

JAMES PARKER HALL, Dean of the Law School.

JOHN MILTON DODSON, Dean of the Medical Students.

HARRY GIDEON WELLS, Dean in Medical Work.

CHARLES HUBBARD JUDD, Director of the School of Education.

SAMUEL CHESTER PARKER, Dean of the College of Education.

FRANKLIN WINSLOW JOHNSON, Principal of the University High School.

NATHANIEL BUTLER, Director of Co-operation with Secondary Schools.

UNIVERSITY EXTENSION

HERVEY FOSTER MALLORY, Secretary of the Correspondence-Study Department.

THE UNIVERSITY LIBRARIES, LABORATORIES, AND MUSEUMS

ERNEST DEWITT BURTON, Director of University Libraries.

JAMES CHRISTIAN MEINICH HANSON, Associate Director of University Libraries.

THOMAS CHROWDER CHAMBERLIN, Director of Museums.

EDWIN BRANT FROST, Director of the Yerkes Observatory.

JULIUS STIEGLITZ, Director of Laboratories.

THE UNIVERSITY PRESS

NEWMAN MILLER, Director.

OFFICIAL PUBLICATIONS OF THE UNIVERSITY

The list of official publications is as follows:

The Weekly Calendar.

The Quarterly Time Schedules.

The University Record.

SEPTEMBER

Circular of Information, The Annual Register.

JANUARY

Announcements (illustrated), The Summer Quarter (Preliminary Announcement of Courses).

FEBRUARY

Circular of Information, The Divinity School.

Bulletin of Information, Assistance to Students.

MARCH

Circular of Information, The University: Illustrated Bulletin of Information.

Bulletin of Information, The President's Report.

Announcements, Summer Quarter: Courses of Instruction.

APRIL

Circular of Information, The Colleges and Graduate Schools.

Bulletin of Information, The University High School (Summer Quarter).

Announcements, The Law School.

MAY

Circular of Information, Rush Medical College.

Bulletin of Information, The School of Education.

Announcements, The College of Commerce and Administration.

JUNE

Bulletin of Information, Training for Philanthropic Service.

Announcements, The Correspondence-Study Department.

GROUP CIRCULARS

Philosophy, Psychology, Education.

Political Economy, Political Science, History, Sociology and Anthropology.

Household Administration.

Greek, Latin, Sanskrit and Indo-European Comparative Philology, History

o Art.

Romance, German, English, General Literature.

Mathematics, Astronomy and Astrophysics, Physics, Chemistry.

Geology, Geography, Paleontology.

Zoölogy, Anatomy, Physiology, Botany, Pathology, Hygiene and Bacteriology.

Public Speaking.

SPECIAL CIRCULARS

- Courses in Fine and Industrial Arts, The School of Education.**
Courses of Study in the Field of Religion and Ethics.
Thesis Regulations.
Handbook of the University Libraries.
The Yerkes Observatory (illustrated).
Program of the Elementary School.
University College (Autumn, Winter, and Spring Quarters).
University High School (annual).
General Information (illustrated).
Information concerning Railroad Rates, Schedules, and Special Parties :
(1) **From the South; (2) From the Southeast (Summer Quarter).**
University Public Lectures (Summer Quarter).

OFFICERS OF INSTRUCTION AND ADMINISTRATION

HARRY PRATT JUDSON, A.M., LL.D., President of the University; Professor of International Law and Diplomacy, and Head of the Department of Political Science.

A.B., Williams College, 1870; A.M., *ibid.*, 1883; Principal of High School, Troy, N.Y.; Professor of History, University of Minnesota, 1885-92; LL.D., Williams College, 1893; Co-editor of *The American Historical Review*, 1895-1902; LL.D., Queen's University, Ontario, 1903; Professor of Political Science and Head Dean of the Colleges, University of Chicago, 1892-4; Professor and Head of the Department of Political Science and Dean of the Faculties of Arts, Literature, and Science, *ibid.*, 1894-1907; Acting President, *ibid.*, 1906-7; President, *ibid.*, 1907-; LL.D., State University of Iowa, 1907; LL.D., Washington University, St. Louis, 1907; LL.D., Western Reserve University, 1909; LL.D., Harvard University, 1909; LL.D., University of Michigan, 1911.

JAMES ROWLAND ANGELL, A.M., Professor and Head of the Department of Psychology; Director of the Psychological Laboratory; Dean of the Faculties of Arts, Literature, and Science.

A.B., University of Michigan, 1880; A.M., *ibid.*, 1891; Graduate Student, Harvard University, 1891-2; Universities of Berlin and Halle, 1892-3; Instructor in Experimental Psychology, University of Minnesota, 1892-4; Assistant Professor of Experimental Psychology, University of Chicago, 1894-1901; Associate Professor, *ibid.*, 1901-4; Professor and Director of the Psychological Laboratory, *ibid.*, 1904-; Head of the Department of Psychology, *ibid.*, 1905-; President of the American Psychological Association, 1906; Dean of the Senior Colleges, University of Chicago, 1908-11; Dean of the Faculties of Arts, Literature, and Science, *ibid.*, 1911-.

GALUSHA ANDERSON, A.M., S.T.D., LL.D., Professor of Homiletics. Newton Center, Mass. Retired.

A.B., University of Rochester, 1854; A.M., *ibid.*, 1857; Student, Rochester Theological Seminary, 1854-6; Pastor, Janesville, Wis., 1856-8; St. Louis, Mo., 1858-66; S.T.D., University of Rochester, 1866; Professor of Sacred Rhetoric, Church Polity, and Pastoral Duties, Newton Theological Institution, 1866-73; Pastor, Brooklyn, N.Y., 1873-6; Pastor, Chicago, 1876-8; President of the old University of Chicago, 1878-85; LL.D., University of Rochester and Madison (now Colgate) University, 1884; Pastor, Salem, Mass., 1885; President of Denison University, 1887-90; Professor of Homiletics, Church Polity, and Pastoral Duties, Baptist Union Theological Seminary, 1890-3; Professor and Head of the Department of Homiletics, University of Chicago, 1892-1904.

EDWARD EMERSON BARNARD, A.M., Sc.D., LL.D., Professor of Practical Astronomy, and Astronomer in the Yerkes Observatory.

Graduate, School of Mathematics, Vanderbilt University, 1887; A.M. (*honoris causa*) University of the Pacific, 1889; Sc.D., Vanderbilt University, 1893; in charge of Observatory, *ibid.*, 1883-7; Astronomer in the Lick Observatory, 1887-96; Professor of Practical Astronomy, University of Chicago, and Astronomer in the Yerkes Observatory, 1895-; LL.D., Queen's University, 1909; Lalande Gold Medal (1892), Arago Gold Medal (1893), Janssen Gold Medal (1900), Académie des Sciences, Paris; Gold Medal, Royal Astronomical Society, 1897; Janssen Prize, Société Astronomique de France, 1906; Vice-President, American Association for the Advancement of Science, 1898; Associate Fellow, American Academy of Arts and Sciences; Hon. Member, Royal Astronomical Society of Canada; Foreign Associate and Fellow, Royal Astronomical Society; Member, Société Astronomique de France; Member, National Academy of Sciences; Member, American Philosophical Society.

HARLAN H. BARROWS, S.B., Pd.M., Professor of Geography.

S.B., University of Chicago, 1903; Graduate Student, *ibid.*, 1903-6; Instructor in University College, *ibid.*, 1903-7; Assistant in Geology, *ibid.*, 1903-7; Instructor in Geology and Geography, *ibid.*, 1907-8; Assistant Professor, *ibid.*, 1908-10; Associate Professor of Geography, *ibid.*, 1910-14; Pd.M. (hon.), Michigan State Normal College, 1912; Professor of Geography, University of Chicago, 1914-.

ROBERT RUSSELL BENSLEY, A.B., M.B., Professor of Anatomy.

A.B., University of Toronto, 1889; Demonstrator of Histology, *ibid.*, 1891-2; M.B., *ibid.*, 1892; Member of the College of Physicians and Surgeons of Ontario, 1892; Assistant Demonstrator of Biology, University of Toronto, 1892-9; Demonstrator of Biology, *ibid.*, 1899-1901; Assistant Professor of Anatomy, University of Chicago, 1901-5; Associate Professor, *ibid.*, 1905-7; Professor, *ibid.*, 1907-; Editor, *Internationale Monatsschrift für Anatomie und Physiologie*, 1912.

HARRY AUGUSTUS BIGELOW, A.B., LL.B., Professor of Law.

A.B., Harvard University, 1896; LL.B., *ibid.*, 1899; Instructor in Criminal Law, *ibid.*, 1899-1900; practiced law, Honolulu, Hawaiian Islands, 1900-3; Assistant Professor of Law, University of Chicago, 1904-6; Associate Professor, *ibid.*, 1906-9; Professor, *ibid.*, 1909—.

FRANK BILLINGS, S.M., M.D., Professor of Medicine.

M.D., Chicago Medical College, 1881; S.M., Northwestern University, 1890; Intern, Cook County Hospital, 1881-2; Student in Vienna, 1885-6; Professor of Medicine, Northwestern University Medical School, 1891-3; Attending Physician to the Presbyterian Hospital; President of Chicago Medical Society, 1890; Professor of Medicine, Knab Medical College, 1896—; Dean of Faculty, *ibid.*, 1900—; Professorial Lecturer on Medicine, University of Chicago, 1901-5; President of the American Medical Association, 1902-4; President of the Association of American Physicians, 1905-6; Professor of Medicine, University of Chicago, 1905—. President, National Association for the Study and Prevention of Tuberculosis, 1908.

GILBERT AMES BLISS, Ph.D., Professor of Mathematics.

S.B., University of Chicago, 1897; S.M., *ibid.*, 1898; Ph.D., *ibid.*, 1900; Fellow, *ibid.*, 1899-1900; Instructor in Mathematics, University of Minnesota, 1900-2; Student, University of Göttingen, 1902-3; Associate in Mathematics, University of Chicago, 1903-4; Assistant Professor of Mathematics, University of Missouri, 1904-5; Assistant Professor of Mathematics, Princeton University, 1905-8; Associate Editor, *Annals of Mathematics*, 1908-8; Associate Editor, *Transactions of the American Mathematical Society*, 1908—; Associate Professor of Mathematics, University of Chicago, 1908-13; Professor of Mathematics, *ibid.*, 1913—.

OSKAR BOLZA, Ph.D., Non-Resident Professor of Mathematics.

Abiturientenexamen, Freiburg i. B., 1875; Ph.D., Göttingen, 1886; Reader in Mathematics, Johns Hopkins University, 1888-9; Associate in Mathematics, Clark University, 1889-92; Associate Professor of Mathematics, University of Chicago, 1892-3; Professor of Mathematics, *ibid.*, 1894-1910; Non-Resident Professor of Mathematics, *ibid.*, 1910—; Hon. Professor of Mathematics, University of Freiburg i. B., 1910—.

ROBERT JOHNSON BONNER, Ph.D., Professor of Greek.

A.B., University of Toronto, 1890; Fellow in Latin, *ibid.*, 1891-3; Graduate of Ontario Law School and Member of Ontario Bar, 1894; Classical Master, Collegiate Institute, Collingwood, Ont., 1896-9; Fellow in Greek, University of Chicago, 1899-1900; Professor of Latin, John B. Stetson University, 1900-3; Assistant in Greek, University of Chicago, 1903-4; Ph.D., *ibid.*, 1904; Assistant in Greek and Latin, University College, *ibid.*, 1904-5; Associate in Greek, University of Chicago, 1905-6; Instructor, *ibid.*, 1906-8; Assistant Professor, *ibid.*, 1908-10; Member Board of Editors, *Classical Philology*, 1909—; Associate Professor, University of Chicago, 1910-13; Professor, *ibid.*, 1913—.

JAMES HENRY BREASTED, Ph.D., Professor of Egyptology and Oriental History, Chairman Department of Oriental Languages and Literatures.

A.B., Northwestern College, 1888; Chicago Theological Seminary, 1889-90; A.M., Yale University, 1891; Non-resident Fellow, University of Chicago, 1892-4; University of Berlin and Royal Museum, 1891-4; A.M. and Ph.D., University of Berlin, 1894; collecting for the University of Chicago in Egypt, 1894-5; Assistant in Egyptology, University of Chicago, 1894-6; Assistant Director of Haskell Oriental Museum, *ibid.*, 1895-1901; Instructor in Egyptology and Semitic Languages, *ibid.*, 1896-8; Assistant Professor, *ibid.*, 1898-1902; Thomas Museum Lecturer, Richmond College, 1898; Honorary D.B., Chicago Theological Seminary, 1898; Collaborator on Egyptian Lexicon of Royal Academies of Germany, at Berlin, 1899-1900; on Mission to the Oriental Museums of Europe, for the Egyptian Lexicon Commission, 1900-1; Director of Haskell Oriental Museum, University of Chicago, 1901—; Associate Professor of Egyptology and Semitic Languages, *ibid.*, 1902-5; Director of the Egyptian Expedition of the University of Chicago, in the Sudan, 1905-7; Professor of Egyptology and Oriental History, *ibid.*, 1905—; Corresponding Member of the Royal Academy of Berlin, 1907; Morse Lecturer, Union Theological Seminary, 1912; Ann Mary Brown Lecturer, Brown University, 1912-13; Chairman Department of Oriental Languages and Literatures, University of Chicago, 1915—.

CARL DARLING BUCK, Ph.D., Professor and Head of the Department of Sanskrit and Indo-European Comparative Philology.

A.B., Yale University, 1886; Member of American School of Classical Studies at Athens, 1887-8, 1888-9; Ph.D., Yale University, 1889; Student in German Universities, chiefly in Leipzig, 1889-92; Assistant Professor of Sanskrit and Indo-European Comparative Philology, University of Chicago, 1892-4; Associate Professor, *ibid.*, 1894-1900; Professor, *ibid.*, 1900-3; Head of the Department of Sanskrit and Indo-European Comparative Philology, *ibid.*, 1903—; Litt.D., University of Athens, 1912; Vice-President, American Philological Association, 1912-14; Member, Board of Editors, *Classical Philology*.

SHERBURNE WESLEY BURNHAM, A.M., Professor of Practical Astronomy, and Astronomer in the Yerkes Observatory. Retired.

Astronomer in Chicago, Private Observatory, 1870-7; A.M., Yale University, 1878; Observer at the Dearborn Observatory, Chicago, 1877-81, 1882-4; Observer at the Washburn

Observatory, Madison, Wis., 1881-2; Expert Commissioner chosen by the Trustees of the Estate of James Lick to test the seeing on Mt. Hamilton, Cal. (resulting in the location of the Lick Observatory), 1879; Astronomer at the Lick Observatory, 1888-92; Professor of Practical Astronomy and Astronomer in the Yerkes Observatory, University of Chicago, 1893-; Gold Medal of the Royal Astronomical Society, 1894; Associate of the Royal Astronomical Society, 1898; Lalande prize in Astronomy, Paris Academy of Science, 1904.

ERNEST DEWITT BURTON, D.D., Professor and Head of the Department of New Testament and Early Christian Literature.

A.B., Denison University, 1876; D.D., *ibid.*, 1897; *ibid.*, Oberlin College, 1912; Instructor, Academy of Kalamazoo College, 1876-7; Graduate, Rochester Theological Seminary, 1882; Instructor in New Testament Greek, *ibid.*, 1892-3; Associate Professor of New Testament Interpretation, Newton Theological Institution, 1883-6; Professor of New Testament Interpretation, *ibid.*, 1886-92; Professor and Head of the Department of New Testament and Early Christian Literature, University of Chicago, 1892-; Oriental Educational Investigation Commissioner of the University of Chicago, 1906-9; Director of University Libraries, University of Chicago, 1910-.

NATHANIEL BUTLER, A.M., D.D., LL.D., Professor of Education; Director of Co-operation with Secondary Schools.

A.B., Colby University, 1873; Associate Principal, Ferry Hall Female College, Lake Forest, Ill., 1873-6; A.M., Colby University, 1876; D.D., *ibid.*, 1895; LL.D., *ibid.*, 1903; *ibid.*, Georgetown College, 1913; Associate Principal, Highland Hall College for Women, Highland Park, Ill., 1876-9; Master, Yale School for Boys, Chicago, 1879-80; Principal, Highland Hall College for Women, Highland Park, Ill., 1880-4; Professor of Rhetoric and English Literature, the old University of Chicago, 1884-6; Professor of Latin, University of Illinois, 1886-9; Professor of the English Language and Literature, *ibid.*, 1889-92; Acting Director of the University Extension Division, University of Chicago, 1893-4; University Extension Associate Professor of English Literature, and Director of the University Extension Division, *ibid.*, 1894-5; President of Colby College, 1895-1901; Professor of Education and Director of Co-operation with Secondary Schools, University of Chicago, 1901-; Dean of the College of Education, *ibid.*, 1905-9; Examiner for Colleges, *ibid.*, 1910-11.

OTIS WILLIAM CALDWELL, Ph.D., Professor of Botany, and Supervisor of Natural Science, the School of Education; Dean of University College.

S.B., Franklin College, 1894; Ph.D., University of Chicago, 1896; Fellow in Botany, *ibid.*, 1896-7; Assistant, *ibid.*, 1897-9; Professor of Botany, Eastern Illinois State Normal School, 1899-1907; Professor of Botany, University of Indiana Summer School of Biology, 1904; Associate Professor of Botany, the School of Education, University of Chicago, 1907-15; Professor of Botany, the School of Education, 1915-; Dean of University College, 1913-.

SHIRLEY JACKSON CASE, Ph.D., Professor of New Testament Interpretation.

A.B., Acadia University, 1893; A.M., *ibid.*, 1896; D.B., Yale University, 1904; Ph.D., *ibid.*, 1906; Teacher of Mathematics, St. Martin's Seminary, 1893-5; Teacher of Mathematics and Greek, Horton Collegiate Academy, 1895-7; Teacher of Greek, New Hampton Literary Institution, 1897-1901; Instructor in New Testament Greek, Yale University, 1905-6; Professor of the History and Philosophy of Religion, Cobb Divinity School, 1906-8; Assistant Professor of New Testament Interpretation, University of Chicago, 1908-13; Associate Professor, *ibid.*, 1913-15; Professor, *ibid.*, 1915-.

CHARLES JOSEPH CHAMBERLAIN, Ph.D., Professor of Botany.

A.B., Oberlin College, 1888; Principal of Crookston, Minn., High School, 1889-98; A.M., Oberlin College, 1898; Student, University of Chicago, 1893-6; Laboratory Assistant in Botany, *ibid.*, 1896; Ph.D., *ibid.*, 1897; Assistant, *ibid.*, 1897-9; Associate, *ibid.*, 1899-1901; Instructor, *ibid.*, 1901-7; Assistant Professor, *ibid.*, 1907-11; Associate Professor, *ibid.*, 1911-15; Research at Bonn, Germany, 1901-2; Editor of Current Botanical Literature, *Journal of Applied Microscopy*, 1899-1903; American Editor of Cytology, *Botanisches Centralblatt*, 1902-; Professor of Botany, University of Chicago, 1915-.

THOMAS CHROWDER CHAMBERLIN, Ph.D., LL.D., Sc.D., Professor and Head of the Department of Geology.

A.B., Beloit College, 1866; A.M., *ibid.*, 1869; Principal, High School, 1866-8; Graduate Student, University of Michigan, 1868-9; Professor of Natural Science, State Normal School, Whitewater, Wis., 1869-73; Professor of Geology, Beloit College, 1873-82; Assistant State Geologist of Wisconsin, 1873-6; Chief Geologist, *ibid.*, 1876-82; studied glaciers of Switzerland, 1878; Lecturer on Geology, Beloit College, 1882-7; Professor of Geology, Columbian University, 1885-7; U.S. Geologist, 1882-1906; Ph.D., University of Michigan, and University of Wisconsin, 1882; President, University of Wisconsin, 1887-92; Professor and Head of the Department of Geology, University of Chicago, 1892-; LL.D., University of Michigan, 1897, Beloit College, and Columbian University of same date; Geologist to Peary Expedition, 1894; President of the Chicago Academy of Sciences, 1897-1915; President Emeritus of the Chicago Academy of Sciences, 1915-; Editor of *The Journal of Geology*; LL.D., University of Wisconsin, 1904; Sc.D., University of

Illinois, 1905; LL.D., University of Toronto, 1913; Consulting Geologist, Wisconsin Geological Survey; Commissioner, Illinois Geological Survey; Investigator, Fundamental Problems of Geology, Carnegie Institution, 1902—; President, Illinois Academy of Science, 1907; Consulting Geologist, U.S. Geological Survey, 1908—; President, American Association for the Advancement of Science, 1908-9; Member of Commission for Oriental Educational Investigation, 1908-9.

CHARLES CHANDLER, A.M., Professor of Latin.

A.B., University of Michigan, 1871; A.M., *ibid.*, 1874; Teacher of Languages, Pontiac, Mich., High School, 1871-4; Tutor in Academy and Instructor in Latin, Denison University, 1874-8; Professor of Latin Language and Literature, Denison University, 1876-91; Professor of Latin, University of Chicago, 1892—.

WALTER WHEELER COOK, A.M., LL.M., Professor of Law.

A.B., Columbia University, 1894; Assistant in Mathematics, *ibid.*, 1894-5; John Tyndall Fellow in Physics, *ibid.*, 1895-7; Student, Jena, Leipzig, Berlin, 1895-7; Assistant in Mathematics, Columbia University, 1897-1900; A.M., *ibid.*, 1899; LL.M., *ibid.*, 1901; Instructor in Jurisprudence and American History, University of Nebraska, 1901-2; Assistant Professor of Law, *ibid.*, 1902-3; Professor of Law, *ibid.*, 1903-4; Professor of Law, University of Missouri, 1904-6; Professor of Law, University of Wisconsin, 1906-10; University of Chicago Law School, Summer, 1906; Professor of Law, *ibid.*, 1910—.

JOHN MERLE COULTER, Ph.D., Professor and Head of the Department of Botany.

A.B., Hanover College, 1870; A.M., *ibid.*, 1873; Ph.D., Hanover College and Indiana University, 1882; Botanist of Geologic Survey of the Territories, 1872-4; Professor of Natural Sciences, Hanover College, 1874-9; Professor of Biology, Wabash College, 1879-91; President and Professor of Botany, Indiana University, 1891-3; Vice-President, American Association for the Advancement of Science, 1891; President of Lake Forest University, 1893-6; Professor and Head of the Department of Botany, University of Chicago, 1896—; President, American Botanical Society, 1897-8; Editor of the *Botanical Gazette*, 1875—; Member of the American Philosophical Society; Member of the National Academy of Sciences; Associate Fellow of the American Academy of Arts and Sciences; President, Illinois Academy of Sciences, 1910; Corresponding Fellow of the Botanical Society of Edinburgh; Foreign Member of the Linnaean Society; President, Chicago Academy of Sciences, 1915; President, American Botanical Society, 1915.

HENRY CHANDLER COWLES, Ph.D., Professor of Plant Ecology.

A.B., Oberlin College, 1893; Ph.D., University of Chicago, 1896; Graduate Student, *ibid.*, 1894; Professor of Natural Sciences, Gates College, 1894-5; Special Field Assistant, United States Geological Survey, Summer, 1896; Fellow in Geology, University of Chicago, 1896-6; Fellow in Botany, *ibid.*, 1896-7; Laboratory Assistant, *ibid.*, 1897-8; Assistant, *ibid.*, 1898-1901; Associate, *ibid.*, 1901-2; Instructor, *ibid.*, 1902-7; Assistant Professor, *ibid.*, 1907-11; Associate Professor, *ibid.*, 1911-15; Professor, *ibid.*, 1915—; President, Association of American Geographers, 1910; Vice-President, American Association for the Advancement of Science, 1913.

STARR WILLARD CUTTING, Ph.D., Professor and Head of the Department of Germanic Languages and Literatures.

A.B., Williams College, 1881; A.M., *ibid.*, 1892; Ph.D., Johns Hopkins University, 1892; Principal of Deerfield Academy (Mass.), 1881-6; Student in German and French, Universities of Leipzig and Geneva, 1888-8; Professor of Modern Languages, University of South Dakota, 1888-90; Graduate Student in German and French, Johns Hopkins University, 1890-1; Professor of German and French (*locum tenens*), Earlham College, Indiana, 1891-2; Assistant Professor of German, University of Chicago, 1892-4; Associate Professor, *ibid.*, 1894-1900; President of Central Division of the Modern Language Association of America, 1901-2; Professor of German Literature, University of Chicago, 1900-6; Head of the Department of Germanic Languages and Literatures, *ibid.*, 1906—.

LEONARD EUGENE DICKSON, Ph.D., Professor of Mathematics.

S.B., University of Texas, 1893; A.M., *ibid.*, 1894; Ph.D., University of Chicago, 1896; Chemist, Geological Survey of Texas, 1892-3; Fellow in Pure Mathematics, University of Texas, 1893-4; Fellow in Mathematics, University of Chicago, 1894-6; Student, Leipzig and Paris, 1896-7; Instructor in Mathematics, University of California, 1897-9; Assistant Professor of Mathematics, *ibid.*, 1899; Associate Professor of Mathematics, University of Texas, 1899-1900; Editor, *American Mathematical Monthly*, 1902-3; Editor, *Transactions American Mathematical Society*, 1910—; Research Assistant to the Carnegie Institution, 1904; Associate Fellow of the National Academy of Sciences; Assistant Professor of Mathematics, University of Chicago, 1900-7; Associate Professor, *ibid.*, 1907-10; Professor, *ibid.*, 1910—.

WILLIAM EDWARD DODD, Ph.D., Professor of American History.

S.B., Virginia Polytechnic Institute, 1895; S.M., *ibid.*, 1897; Instructor in History, *ibid.*, 1895-7; Ph.D., University of Leipzig, 1900; Professor of History, Randolph-Macon College, 1900-8; University of North Carolina, Summer School, 1904; University of Chicago, Summer, 1906; Professor of American History, *ibid.*, 1906—.

GEORGE BURMAN FOSTER, Ph.D., Professor of the Philosophy of Religion.

A.M., University of West Virginia, 1884; Graduate, Rochester Theological Seminary, 1887; Universities of Göttingen and Berlin, 1891-2; Ph.D. (honorary), Denison University, 1892; Professor of Philosophy, McMaster University, Toronto, Canada, 1893-5; Associate Professor of Systematic Theology, University of Chicago, 1896-7; Professor of Systematic Theology, *ibid.*, 1897-1905; Professor of the Philosophy of Religion, *ibid.*, 1905-.

ERNST FREUND, J.U.D., Ph.D., Professor of Jurisprudence and Public Law.

Gymnasium, Dresden and Frankfurt, to 1881; Student, University of Berlin and University of Heidelberg, 1881-4; J.U.D., University of Heidelberg, 1884; Student, Columbia University Law School, 1884-5; practiced law, New York City, 1886-94; *Locum tenens* Professor of Administrative Law and Municipal Corporations, Columbia University, 1892-3; Instructor in Roman Law and Jurisprudence, University of Chicago, 1894-5; Assistant Professor, *ibid.*, 1895-1900; Ph.D., Columbia University, 1897; Associate Professor of Jurisprudence and Public Law, University of Chicago, 1900-2; Professor of Law, *ibid.*, 1902-.

EDWIN BRANT FROST, A.M., Sc.D., Professor of Astrophysics; Director of Yerkes Observatory.

A.B., Dartmouth College, 1886; A.M., *ibid.*, 1889; Sc.D. (hon.), *ibid.*, 1911; Instructor in Physics and Astronomy in the Scientific Department, Dartmouth College, 1887-90; University of Strassburg, 1890-1; Volunteer and Assistant in Royal Astrophysical Observatory, Potsdam, 1891-3; Assistant Professor and Director of the Observatory, Dartmouth College, 1892-5; Professor of Astronomy, *ibid.*, 1895-8; Non-Resident Instructor in Astronomy, *ibid.*, 1898-1902; Professor of Astrophysics, University of Chicago, 1898-; Director of the Yerkes Observatory, *ibid.*, 1905-; Editor of the *Astrophysical Journal*; Associate, Royal Astronomical Society; Member, National Academy of Sciences; Member, American Philosophical Society; Sc.D. (hon.), Cambridge University, 1912.

EDGAR JOHNSON GOODSPEED, Ph.D., Professor of Biblical and Patristic Greek.

A.B., Denison University, 1890; D.B., University of Chicago, 1897; Ph.D., *ibid.*, 1898; Student, Yale University, 1890-1; Teacher of Classics, Morgan Park, 1891-2; Follow in Semitics, University of Chicago, 1892-3; Graduate Student, *ibid.*, 1892-8; Hon. Fellow in New Testament, *ibid.*, 1895-7; Student, University of Berlin, 1898-9; Instructor in Classical Languages, South Side Academy, Chicago, 1894-8; Assistant in Biblical and Patristic Greek, University of Chicago, 1898-1900; in Europe and the Orient, 1898-1900; Associate, University of Chicago, 1900-2; Instructor, *ibid.*, 1902-5; Assistant Director of Haskell Oriental Museum, *ibid.*, 1902-; Assistant Professor, *ibid.*, 1905-10; Associate Professor, *ibid.*, 1910-15; Professor, *ibid.*, 1915-.

GEORGE ELLERY HALE, S.B., Sc.D., Ph.D., LL.D., Non-Resident Professor of Astrophysics. Pasadena, Cal.

Harvard College Observatory, 1889-90; S.B., Massachusetts Institute of Technology, 1890; Director of the Kenwood Astrophysical Observatory, 1890-6; Lecturer in Astrophysics, Beloit College, 1893-1904; University of Berlin, 1893-4; Sc.D. (hon.), Western University of Pennsylvania, 1897; Yale University, 1905; Victoria University of Manchester, 1907; Oxford University, 1908; University of Cambridge, 1911; Ph.D. (hon.), University of Berlin, 1910; LL.D., Beloit College, 1904; Foreign Member or Correspondent of the Royal Society, and of the Academies of Paris, Rome, Vienna, Amsterdam, Upsala, etc.; Associate Professor of Astrophysics, University of Chicago, 1892-7; Director of the Yerkes Observatory, *ibid.*, 1895-1905; Professor of Astrophysics, *ibid.*, 1897-; Joint Editor, *Astrophysical Journal*; Director of the Solar Observatory of the Carnegie Institution of Washington, Mt. Wilson, Cal., 1905-.

WILLIAM GARDNER HALE, A.B., LL.D., Professor and Head of the Department of Latin.

A.B., Harvard University, 1870; Fellow in Philosophy, *ibid.*, 1870-1; Tutor in Latin, *ibid.*, 1874-6; Non-Resident Fellow in Classics (resident in Leipzig and Göttingen) *ibid.*, 1876-7; Tutor in Latin, *ibid.*, 1877-80; Professor of the Latin Language and Literature, Cornell University, 1880-92; Professor and Head of the Department of Latin, University of Chicago, 1892-; Member, Board of Editors, *Classical Philology*; Associate Editor, *Classical Quarterly*; Associate Editor, *Classical Review*; formerly Honorary Editor, *American Journal of Archaeology*; formerly Joint Editor, *Cornell University Studies in Classical Philology*; Corresponding Member, German Archaeological Institute of Berlin, Athens, and Rome; President, American Philological Association, 1892-3; LL.D., Union College, 1895; LL.D., Princeton University, 1896; LL.D., St. Andrews University, 1907; LL.D., University of Aberdeen, 1907; Director, American School of Classical Studies in Rome, 1895-6; Chairman, Managing Committee of same, 1895-9; Honorary Member, Cambridge (England) Philological Society, 1907; Vice-President, (English) Classical Association, 1907-; Chairman of the Joint Committee of the National Education Association, the Modern Language Association of America, and the American Philological Association on Grammatical Nomenclature, 1911-.

JAMES PARKER HALL, A.B., LL.B., Professor of Law; Dean of the Law School.

A.B., Cornell University, 1884; LL.B., Harvard University, 1897; practiced law, Buffalo, N.Y., 1897-1900; Lecturer on Constitutional Law and Real Property, Buffalo Law School, 1898-1900; Associate Professor of Law, Leland Stanford Junior University, 1900-2; Professor of Law, University of Chicago, 1902-; Dean of the Law School, *ibid.*, 1904-; University of Wisconsin Law School, Summer, 1911.

LUDVIG HEKTOEN, M.D., Professor and Head of the Department of Pathology.

A.B., Luther College, Decorah, Ia., 1883; A.M., *ibid.*, 1896; M.D., College of Physicians and Surgeons, Chicago, 1887; Interne, Cook County Hospital, Chicago 1888-9; Student in Prague, Berlin, and Sweden, 1890, 1894-5, 1896, 1897; Lecturer on Pathology, Rush Medical College, 1890-2; Physician to the Coroner's Office, Chicago, 1890-4; Professor of Pathology, College of Physicians and Surgeons, 1892-4; Professor of Morbid Anatomy, Rush Medical College, 1895-8; M.D., *ad eundem*, *ibid.*, 1896; Professor of Pathology, *ibid.*, 1898-; President of Chicago Pathological Society, 1898-1902; Pathologist to the Cook County Hospital, 1889-1903; Professor and Head of the Department of Pathology and Bacteriology, University of Chicago, 1901-; Director, Memorial Institute for Infectious Diseases, Chicago, 1902-; President, American Association Pathologists and Bacteriologists, 1901; Editor, *Journal of Infectious Diseases*, Chicago, 1904-; Middleton-Goldsmith Lecturer, New York Pathological Society, 1906; Vice-President, American Association for Advancement of Science, 1909; Lecturer, Harvey Society, New York, 1910; Foreign Member, Norsk Medicinsk Selskab, 1910; M.D. (hon.), Royal Frederik University, Christiania, 1911; Herter Lecturer, New York University-Bellevue Hospital Medical College, 1912; Sc.D., University of Michigan, 1913.

†CHARLES RICHMOND HENDERSON, Ph.D., D.D., Professor of Sociology and Head of the Department of Practical Sociology.

A.B., Old University of Chicago, 1870; A.M., *ibid.*, 1873; D.B., Baptist Union Theological Seminary, 1873; Pastor, Terre Haute, Ind., 1873-82, and Detroit, Mich., 1882-92; D.D.; Baptist Union Theological Seminary, 1883; Assistant Professor of Sociology, and University Recorder, University of Chicago, 1892-4; University Chaplain, *ibid.*, 1892-1915; Associate Professor of Sociology, *ibid.*, 1894-7; Professor of Sociology, *ibid.*, 1897-1915; Head of the Department of Practical Sociology, *ibid.*, 1904-15; Ph.D., University of Leipzig, 1901; Barrows Lecturer to India, 1912-13.

CHARLES JUDSON HERRICK, Ph.D., Professor of Neurology.

S.B., University of Cincinnati, 1891; Instructor in Natural Science, Granville Academy, 1891-2; Professor of Natural Sciences, Ottawa University, Kan., 1892-3; Instructor in Biology, Denison University, 1893-6; S.M., *ibid.*, 1898; University Scholar in Biology, Columbia University, 1898-7; Assistant Professor of Zoology, Denison University, 1897-8; Professor, *ibid.*, 1898-1907; Ph.D., Columbia University, 1900; Associate in Comparative Neurology, Pathological Institute of the New York State Commission in Lunacy, 1897-1901; Managing Editor, *Journal of Comparative Neurology*, 1894-; Professor of Neurology, University of Chicago, 1907-; Member, International Commission of Brain Research, 1912.

ROBERT HERRICK, A.B., Professor of English.

A.B., Harvard University, 1890; Instructor in Rhetoric, Massachusetts Institute of Technology, 1890-3; Instructor in Rhetoric, University of Chicago, 1893-5; Assistant Professor, *ibid.*, 1895-1901; Associate Professor, *ibid.*, 1901-5; Professor of English, *ibid.*, 1905-.

EDWARD WILCOX HINTON, LL.B., Professor of Law.

Student, University of Missouri, 1885-8; LL.B., University of Missouri, 1890; LL.B., Columbia University, 1891; practiced law, Columbia, Mo., 1891-1912; Professor of Law, University of Missouri, 1904-13; Dean of Law School, *ibid.*, 1912-13; University of Wisconsin Law School, Summer, 1910; University of Chicago Law School, Spring, 1911, and Winter and Spring, 1913; Professor of Law, University of Chicago, 1913-.

EMIL GUSTAV HIRSCH, A.M., LL.D., Litt.D., D.D., Professor of Rabbinical Literature and Philosophy.

A.B., University of Pennsylvania, 1872; A.M., *ibid.*, 1875; Student, University of Berlin, 1873-6; Alumnus of Hochschule für die Wissenschaft des Judentums, 1872-6; student, Leipzig, 1876; Rabbi, 1877; LL.D., Austin College, 1896; Minister of Har Sinai Congregation, Baltimore, Md., 1877; of Adath-Israel Congregation, Louisville, Ky., 1878; of Sinai Congregation, Chicago, 1880-; Editor of the *Zeitgeist*, Milwaukee, 1880-7; of the *Reformer*, New York, 1886; of *The Reform Advocate*, Chicago; Professor of Rabbinical Literature and Philosophy, University of Chicago, 1892-; Litt.D., Western University of Pennsylvania, 1900; D.D., Hebrew Union College, Cincinnati, O., 1901; Turnbull Lecturer, Johns Hopkins University, 1902; Editor, Biblical Department *Jewish Encyclopedia*; D.C.L., The Temple University of Philadelphia, 1908.

THOMAS ATKINSON JENKINS, Ph.D., Professor of French Philology.

A.B., Swarthmore College, 1887; Ph.B., University of Pennsylvania, 1888; Fellow by Courtesy, Johns Hopkins University, 1893-4; Ph.D., *ibid.*, 1894; Instructor in Romance

† Deceased.

Languages, Vanderbilt University, 1895-6; Adjunct Professor, *ibid.*, 1896-1900; Professor of French in Swarthmore College, 1900-1; Assistant Professor of Romance Languages and Literatures, University of Chicago, 1901-2; Associate Professor of French Philology, *ibid.*, 1902-11; Professor, *ibid.*, 1911—.

FRANKLIN JOHNSON, D.D., LL.D., Professor of Church History and Homiletics. Retired.

Graduate, Hamilton Theological Seminary, 1861; Pastor, Michigan and New Jersey, 1864-6; German Universities, 1866-9; D.D., University of Jena, 1869; LL.D., Ottawa University, Kansas, 1893; Pastor, Cambridge, Mass., 1874-88; Athens, Greece, 1888-9; President, Ottawa University, Kansas, 1890-2; Assistant Professor of Church History and Homiletics, University of Chicago, 1892-4; Associate Professor, *ibid.*, 1894-5; Professor, *ibid.*, 1895-1908.

EDWIN OAKES JORDAN, Ph.D., Professor of Bacteriology; Chairman of Department of Hygiene and Bacteriology.

S.B., Massachusetts Institute of Technology, 1888; Chief Assistant Biologist to the Massachusetts State Board of Health, 1888-90; Lecturer on Biology, Massachusetts Institute of Technology, 1889-90; Fellow in Morphology, Clark University, 1890-2; Ph.D., Clark University, 1892; Associate in Anatomy, University of Chicago, 1892-3; Instructor, *ibid.*, 1893-5; Assistant Professor of Bacteriology, *ibid.*, 1895-1900; Student, Pasteur Institute, Paris, 1896; Associate Professor of Bacteriology, *ibid.*, 1900-7; Editor, *Journal of Infectious Diseases*, Chicago, 1904—; Chief of Serum Division, Memorial Institute for Infectious Diseases, Chicago, 1905—; Professor of Bacteriology, University of Chicago, 1907—; Chairman of Department of Hygiene and Bacteriology, *ibid.*, 1914—.

CHARLES HUBBARD JUDD, Ph.D., LL.D., Professor and Head of the Department of Education; Director of the School of Education.

A.B., Wesleyan University, 1894; Ph.D., University of Leipzig, 1896; A.M., Yale University, 1907; LL.D., Miami University, 1909; LL.D., Wesleyan University, 1913; Instructor in Philosophy, Wesleyan University, 1896-8; Professor of Experimental Psychology, New York University, 1898-1901; Professor of Psychology and Education, University of Cincinnati, 1901-2; Instructor in Psychology, Yale University, 1902-4; Assistant Professor, *ibid.*, 1904-7; Professor and Director of the Psychological Laboratory, *ibid.*, 1907-9; Editor, Monograph Supplements of *Psychological Review*, 1905-8; Member, Council of American Psychological Association, 1907-8; President, American Psychological Association, 1909; President, National Society of College Teachers of Education, 1910 and 1915-16; Member, National Council of Education, 1911—; Professor and Head of the Department of Education, and Director of the School of Education, University of Chicago, 1909—.

GORDON JENNINGS LAING, Ph.D., Professor of Latin.

A.B., University of Toronto, 1891; Classical Master, Whetham College, Vancouver, British Columbia, 1892-3; Scholar and Fellow in Latin, Johns Hopkins University, 1895-6; Ph.D., *ibid.*, 1896; Fellow, American School of Classical Studies, Rome, 1896-7; Reader in Latin, Bryn Mawr College, 1897-8; Lecturer in Latin, *ibid.*, 1898-9; Instructor in Latin, University of Chicago, 1899-1902; Assistant Professor, *ibid.*, 1902-7; Managing Editor, *Classical Journal*, 1905-8; Associate Professor, University of Chicago, 1907-13; General Editor, University of Chicago Press, 1908—; Annual Professor in the American School of Classical Studies in Rome, 1911-12; Professor of Latin, University of Chicago, 1913—.

JAMES LAURENCE LAUGHLIN, Ph.D., Professor and Head of the Department of Political Economy.

A.B., Harvard University, 1873; A.M. and Ph.D., Harvard University, 1876; Master in Private Classical School, 1873-8; Instructor in Political Economy, Harvard University, 1878-83; Assistant Professor in Political Economy, Harvard University, 1883-8; Secretary and President of the Philadelphia Manufacturers' Mutual Fire Insurance Co., 1888-90; Professor of Political Economy and Finance, Cornell University, 1890-2; Professor and Head of the Department of Political Economy, University of Chicago, 1892—; Editor of the *Journal of Political Economy*; Member Cobden Club; Member L'Institut International de Statistique; Member, Indianapolis Monetary Commission, 1898; Exchange Professor in Berlin, 1906; Doctor *Honoris Causa*, University of Giessen, 800th Jubilee, 1906; Delegate, Pan-American Scientific Congress, Santiago, Chile, 1908-9; Chairman, Executive Committee, National Citizens League for the Promotion of a Sound Banking System, 1911-13.

FRANK RATTRAY LILLIE, Ph.D., Professor of Embryology and Chairman of the Department of Zoology.

A.B., University of Toronto, 1891; Fellow, Clark University, 1891-2; Fellow in Zoology, University of Chicago, 1892-3; Reader, *ibid.*, 1893-4; Instructor in Zoology, University of Michigan, 1894-9; Professor of Biology, John P. Girard Chair of Natural History, Vassar College, 1899-1900; Head of Department of Embryology, Marine Biological Laboratory at Woods Hole, 1893-1907; Assistant Director, *ibid.*, 1900-8; Director, *ibid.*, 1908—; Assistant Professor of Zoology and Embryology, University of Chicago, 1900-2; Assistant Curator of the Zoological Museum, *ibid.*, 1902—; Associate Professor, *ibid.*, 1902-7; Professor, *ibid.*, 1907—; Chairman of the Department of Zoology, *ibid.*, 1911—; Managing

Editor, *Biological Bulletin*; Associate Editor, *Journal of Experimental Zoology*; President American Society of Zoologists, 1905-8; Vice-President American Society of Naturalists 1914, President 1915; Vice-President American Association for the Advancement of Science, 1914; Member National Academy of Sciences, 1915.

ROBERT MORRIS LOVETT, A.B., Professor of English; Dean of the Junior Colleges.

A.B., Harvard University, 1892; Assistant in English, *ibid.*, 1892-3; Instructor in English, *ibid.*, 1893; Instructor in Rhetoric, University of Chicago, 1893-6; in Europe, 1896-8, 1901-2; Assistant Professor of English, University of Chicago, 1896-1904; Dean in the Junior Colleges, *ibid.*, 1905-7; Associate Professor, *ibid.*, 1904-9; Dean of the Junior Colleges, *ibid.*, 1907-; Professor of English, *ibid.*, 1909-.

WILLIAM DARNALL MACCLINTOCK, A.M., Professor of English Literature.

A.B., Kentucky Wesleyan College, 1878; Graduate Scholar in English, Johns Hopkins University, 1880-2; A.M., Kentucky Wesleyan College, 1882; Professor of English, Wells College, 1889-91; Assistant Professor of English Literature, University of Chicago, 1892-4; Associate Professor of English Literature, and Dean in the Junior Colleges, *ibid.*, 1894-1900; Professor of English Literature, *ibid.*, 1900-; Dean of University College, *ibid.*, 1900-5; Dean of the Junior College of Philosophy (Women), *ibid.*, 1905-10.

HERBERT NEWBY MCCOY, Ph.D., Professor of Chemistry.

S.B., Purdue University, 1892; Assistant in Chemistry, *ibid.*, 1892-3; Technical Chemist, Chicago, 1893-4; Professor of Chemistry and Physics, Fargo College, 1894-6; Fellow in Chemistry, University of Chicago, 1896-8; Ph.D., *ibid.*, 1898; Assistant in Chemistry, *ibid.*, 1898-9; Assistant Professor of Chemistry, University of Utah, 1899-1901; Associate Professor, *ibid.*, 1901; Instructor in Chemistry, University of Chicago, 1901-3; Assistant Professor, *ibid.*, 1903-7; Associate Professor, *ibid.*, 1908-11; Professor, *ibid.*, 1911-.

† **JULIAN WILLIAM MACK, LL.B.**, Professor of Law.

LL.B., Harvard University, 1887; Parker Fellowship, *ibid.*, 1887-90; Student, Universities of Berlin and Leipzig, 1887-90; admitted to Ohio State and Federal Bar, 1890; practiced law, Chicago, November, 1890-; admitted to Supreme Court of United States Bar, 1896; Professor of Law, Northwestern University, 1895-1902; Professor of Law, University of Chicago, 1902-; Judge of Circuit Court, Cook Co., Ill., 1903-11; Judge of Appellate Court, First District, Ill., 1909-11; United States Circuit Judge, 1911-.

ANDREW CUNNINGHAM McLAUGHLIN, A.M., LL.B., LL.D., Professor and Head of the Department of History, and Head of the Department of Church History.

A.B., University of Michigan, 1882; LL.B., *ibid.*, 1885; A.M. (hon.), *ibid.*, 1895; Teacher of Latin, Muskegon, Mich., High School, 1882-4; Instructor in Latin, University of Michigan, 1886; Instructor in History, *ibid.*, 1887; Assistant Professor of History, *ibid.*, 1888; Professor of American History, *ibid.*, 1891-1906; Director, Bureau of Historical Research of Carnegie Institution of Washington, 1903-5; Associate Editor, *American Historical Review*, 1898-1914; Managing Editor, *American Historical Review*, 1901-5; Professor and Head of the Department of History, University of Chicago, 1906-; Head of the Department of Church History, *ibid.*, 1908-; LL.D., University of Michigan, 1912.

JOHN MATTHEWS MANLY, Ph.D., Professor and Head of the Department of English.

A.M., Furman University, 1883; A.M., Harvard University, 1889; Ph.D., *ibid.*, 1890; Acting Principal, Greer's (S.C.) High School, 1884; Tutor at Palmyra, Va., 1884-5; Assistant in Preparatory Department, William Jewell College, 1885-8; Instructor in Anglo-Saxon, Society for the Collegiate Instruction of Women (now Radcliffe College), Oct., 1890-Feb., 1891; Instructor in Anglo-Saxon, Harvard Summer School, 1891; Acting Assistant Professor of the English Language and Literature, Brown University, January-June, 1891; Associate Professor of the English Language and Literature, *ibid.*, 1891-2; Professor of the English Language, *ibid.*, 1892-8; Professor and Head of the Department of English, University of Chicago, 1898-; Exchange Professor at University of Göttingen, 1909.

LEON CARROLL MARSHALL, A.M., Professor of Political Economy; Dean of the Senior Colleges, and of the College of Commerce and Administration.

A.B., Ohio Wesleyan University, 1900; A.B., Harvard University, 1901; A.M., *ibid.*, 1902; Henry Lee Memorial Fellow in Economics, *ibid.*, 1902-3; Assistant, *ibid.*, 1902-3; Professor of Economics, Ohio Wesleyan University, 1903-7; Assistant Professor of Political Economy, University of Chicago, 1907-8; Associate Professor, *ibid.*, 1908-11; Dean of the College of Commerce and Administration, *ibid.*, 1909-; Professor of Political Economy, *ibid.*, 1911-; Dean of the Senior Colleges, *ibid.*, 1911-.

‡ On leave of absence, 1911-.

ALBERT PRESCOTT MATHEWS, PH.D., Professor of Physiological Chemistry and Chairman of the Department of Physiology.

S.B., Massachusetts Institute of Technology, 1892; Assistant in Biology, *ibid.*, 1892-3; Fellow in Biology, Columbia University, 1893-5; Student in Cambridge, England, and Marburg, Germany, 1893-7; Occupant of Columbia University Table, Naples Zoological Station, 1896; Hon. Fellow, Columbia University, 1897-8; Ph.D., *ibid.*, 1898; Assistant in Physiology, Harvard Medical School; Instructor in Physiology, Tufts College Medical School, 1898-9; Assistant Professor of Physiology, *ibid.*, 1899-1900; Instructor in Physiology, Harvard Medical School, 1900-1; Assistant Professor of Physiological Chemistry, University of Chicago, 1901-4; Associate Professor, *ibid.*, 1904-5; Professor, *ibid.*, 1905—; Chairman of the Department of Physiology, *ibid.*, 1909—.

SHAILER MATHEWS, A.M., D.D., LL.D., Professor of Historical and Comparative Theology and Chairman of the Department of Systematic Theology; Dean of the Divinity School.

A.B., Colby College, 1884; A.M., *ibid.*, 1887; D.D., *ibid.*, 1901; D.D., Oberlin College, 1908; Newton Theological Institution, 1884-7; Associate Professor of Rhetoric, Colby College, 1887-9; Lecturer in New Testament Department, Newton Theological Institution, 1889-90; University of Berlin, 1890-1; Professor of History and Political Economy, Colby College, 1889-94; Associate Professor of New Testament History and Interpretation, University of Chicago, 1894-7; Professor of New Testament History and Interpretation, *ibid.*, 1897-1905; Junior Dean of the Divinity School, *ibid.*, 1899-1908; Professor of Systematic Theology, *ibid.*, 1905-6; Professor of Historical and Comparative Theology, *ibid.*, 1906—; Dean of the Divinity School, *ibid.*, 1908—; Editor, *World To-Day*, 1903-11; Editor, *Biblical World*, 1913—; President, Western Economic Society, 1911—; President, Federal Council of the Churches of Christ in America, 1912—; Director, Religious Work Department, Chautauqua Institute; Trustee, Church Peace Union, 1913—; D.D., Brown University, 1914; LL.D., Pennsylvania College, 1914.

GEORGE HERBERT MEAD, A.B., Professor of Philosophy.

A.B., Oberlin College, 1883; A.B., Harvard University, 1888; Graduate Student of Philosophy, Leipzig and Berlin, 1888-91; Instructor in Philosophy, University of Michigan, 1891-3; Assistant Professor, *ibid.*, 1893-4; Assistant Professor of Philosophy, University of Chicago, 1894-1902; Associate Professor, *ibid.*, 1902-7; Professor, *ibid.*, 1907—.

FLOYD RUSSELL MECHEM, A.M., LL.D., Professor of Law.

Admitted to the bar, 1879; practiced law, Battle Creek and Detroit, Mich., 1879-92; engaged in legal authorship; founded Detroit College of Law; Member State Board of Law Examiners; A.M. (hon.), University of Michigan, 1894; LL.D., *ibid.*, 1912; Tappan Professor of Law, *ibid.*, 1892-1903; Professor of Law, University of Chicago, 1903—.

CHARLES EDWARD MERRIAM, PH.D., Professor of Political Science.

A.B., Lenox College, 1893; Teacher in Iowa Public Schools, 1893-4; A.B., State University of Iowa, 1895; Instructor in Lenox College, 1895-6; Graduate Student, Columbia University, 1896-8; A.M., *ibid.*, 1897; Fellow in Political Science, *ibid.*, 1897-8; Lecturer, *ibid.*, 1898-9; Ph.D., *ibid.*, 1900; Student in Berlin and Paris, 1899-1900; Doctent in Political Science, University of Chicago, 1900-2; Associate, *ibid.*, 1902-3; Instructor, *ibid.*, 1903-5; Assistant Professor, *ibid.*, 1905-7; Associate Professor, *ibid.*, 1907-11; Professor, *ibid.*, 1911—.

ELMER TRUESDELL MERRILL, M.A., LL.D., Professor of Latin.

B.A., Wesleyan University, 1881; M.A., *ibid.*, 1889; LL.D., University of St. Andrews, Quincentenary Celebrations, 1911; Squire Scholar, Wesleyan University, 1881-2; Instructor in Classics, Massachusetts State Normal School, Westfield, 1882-3; Tutor in Latin, Wesleyan University, 1883-6; Graduate Student, Yale University, 1885-6; University of Berlin, 1886-7; Professor of Latin, University of Southern California, 1887-8; Robert Rich Professor of Latin, Wesleyan University, 1888-1905; Professor of Latin, Trinity College, Hartford, Conn., 1905-8; Professor in the American School of Classical Studies in Rome, 1898-9; Acting Chairman and Chairman of the Managing Committee of the same, 1899-1901; President, American Philological Association, 1906-7; formerly Hon. Editor, *American Journal of Archaeology*; editorial contributor to the same; on Editorial Board, *Classical Philology*, 1906—; Professor of Latin, University of Chicago, 1908—.

ALBERT ABRAHAM MICHELSON, PH.D., Sc.D., LL.D., F.R.S., Professor and Head of the Department of Physics.

Midshipman, U.S. Naval Academy, 1873; Instructor in Physics and Chemistry, U.S. Naval Academy, 1875-9; Nautical Almanac Office, Washington, 1880; University of Berlin, 1890; University of Heidelberg, 1881; Collège de France, École Polytechnique, 1882; Professor of Physics, Case School of Applied Science, Cleveland, O., 1883-9; Corresponding Member, British Association for the Advancement of Science, 1884; Associate Fellow of American Academy of Arts and Sciences, 1885; Ph.D. (hon.), Western Reserve University, 1886, and Stevens Institute, 1887; Vice-President, American Association for the Advancement of Science, 1887; Member of National Academy of Sciences, 1888; Rumford Medal, 1889; Professor of Physics, Clark University, 1889-92; Professor and

Head of the Department of Physics, University of Chicago, 1892—; Bureau International des Poids et Mesures, 1892-3; Member, Société Française de Physique, 1893; Fellow, Royal Astronomical Society, 1896; Foreign Member, Société Hollandaise des Sciences, 1897; Hon. Member, Cambridge Philosophical Society, 1897; Member (for the United States) of the International Committee of Weights and Measures, 1897; Lowell Lecturer, 1899; Sc.D. (hon.), Cambridge, 1899; Hon. Member, Royal Institution, 1899; Membre correspondant de l'Académie des Sciences, Paris, 1900; Grand Prix, Exposition générale de Paris, 1900; President, American Physical Society, 1900; LL.D., Yale University, 1901; Member, American Philosophical Society, 1902; Fellow, Royal Society, 1902; Mattiacci Medalsoc. Italiana, Rome, 1904; LL.D., Franklin Bicentenary, University of Pennsylvania, 1906; Member, Kungliga Vetenskaps Akademien, Stockholm, 1906; Member, Reale Accademia dei Lincei, Rome, 1906; Copley Medal, 1907; Nobel Prize, 1907; Hon. Member, Royal Irish Academy, 1908; Delegate to Pan-American Scientific Congress, 1908-9; Ph.D., University of Leipzig, 1909; President, American Association for the Advancement of Science, 1910-11; Exchange Professor, University of Göttingen, Summer Semester, 1911; Ph.D., Georg-August University, Göttingen, 1911; Member, Deutsche Physikalische Gesellschaft, Berlin, 1911; Member, Kungliga Fysiografiska Sällskapet, Lund, 1911; Ph.D., Royal Frederick University, Christiania, 1911; Elliott Cresson Medal, Franklin Institute, 1912.

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ADDISON WEBSTER MOORE, PH.D., Professor of Philosophy.

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A.B., Yale University, 1883; Ph.D., *ibid.*, 1885; University of Berlin, 1885-6; Instructor in Mathematics, Preparatory School of Northwestern University, 1886-7; Tutor in Mathematics, Yale University, 1887-9; Assistant Professor of Mathematics, Northwestern University, 1889-91; Associate Professor of Mathematics, Northwestern University, 1891-2; Professor of Mathematics, University of Chicago, 1892—; Head of the Department of Mathematics, *ibid.*, 1896—; A.M., Ph.D. (hon.), University of Göttingen, 1899; Editor of the *Transactions of the American Mathematical Society*, 1899-1907; President of the American Mathematical Society, 1901-3; Associate Fellow of American Academy of Arts and Sciences, 1901—; Member of National Academy of Sciences, 1901—; Member of the American Philosophical Society, 1902—; LL.D., University of Wisconsin, 1904; Editor of the *Rendiconti del Circolo Matematico di Palermo*, 1908—; Sc.D., Yale University, 1909; Math.D., Clark University, 1909; Vice-President, American Association for the Advancement of Science, 1911; Vice-President, V. International Congress of Mathematicians, Cambridge, 1912; Honorary Corresponding Member, British Association for the Advancement of Science, 1913—; Associate Editor, *Proceedings of the National Academy of Sciences*, 1915—.

UNDERHILL MOORE, A.M., LL.B., Professor of Law.

A.B., Columbia University, 1900; A.M., *ibid.*, 1901; LL.B., *ibid.*, 1902; practiced law, New York City, 1902-6; Lecturer in Mining Law, Columbia University, 1906; Associate Professor of Law, University of Kansas, 1906-8; Associate Professor of Law, University

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FOREST RAY MOULTON, Ph.D., Professor of Astronomy.

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RICHARD GREEN MOULTON, Ph.D., Professor of Literary Theory and Interpretation and Head of the Department of General Literature.

A.B., London University, 1899; A.B., University of Cambridge, 1874; A.M., *ibid.*, 1877; Cambridge University Extension Lecturer in Literature, 1874-90; Lecturer to the American Society for the Extension of University Teaching (Philadelphia), 1891; Ph.D., University of Pennsylvania, 1891; Lecturer to the London Society for the Extension of University Teaching, 1891-2; Professor of Literature (in English), University of Chicago, 1892-1901; Professor of Literary Theory and Interpretation and Head of the Department of General Literature, *ibid.*, 1901—.

GEORGE WILLIAM MYERS, Ph.D., Professor of the Teaching of Mathematics and Astronomy, the School of Education.

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A.B., Harvard University, 1884; Kirkland Fellow, Harvard University, 1884-7; Ph.D., University of Munich, 1886; Professor of Chemistry and Director of the Chemical Laboratory, Purdue University, 1887-9; Assistant Professor of Chemistry, and Acting Head of the Chemical Laboratory of Clark University, 1889-92; Professor of Chemistry, University of Chicago, 1892-6; Head of the Department of Chemistry, *ibid.*, 1896-1915; Fellow, American Academy of Arts and Sciences, 1891; Member, Royal Society of Sciences, Uppsala, 1903; Member, National Academy of Sciences, 1904; LL.D., University of Pittsburgh, 1915.

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SAMUEL CHESTER PARKER, A.M., Professor of Education; Dean of the College of Education.

A.B., University of Cincinnati, 1901; Graduate Student, *ibid.*, 1901-2; University of Chicago, Summer Quarters, 1902-3; Teachers College, Columbia University, 1902-3; A.M., *ibid.*, 1903; Fellow in Education, *ibid.*, 1903-7; Professor of Education, Miami University, 1903-9; Associate Professor of Education, University of Chicago, 1909-13; Dean of the College of Education, *ibid.*, 1911—; Professor of Education, *ibid.*, 1913—.

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KARL PIETSOH, PH.D., Professor of Romance Philology.

University of Berlin, 1879-82; Florence (Italy), 1882-4; University of Halle, 1886-7; Ph.D., *ibid.*, 1887; Assistant Librarian, Newberry Library, Chicago, 1890-6; Instructor in Romance Languages, University of Chicago, 1896-1900; Madrid, 1897, 1901; Assistant Professor of Romance Languages, University of Chicago, 1900-1; Associate Professor of Romance Philology, *ibid.*, 1901-10; Professor, *ibid.*, 1910-; Corresponding Member of the Royal Spanish Academy, 1910.

HENRY WASHINGTON PRESCOTT, PH.D., Professor of Classical Philology.

A.B., Harvard University, 1895; A.M., *ibid.*, 1896; Ph.D., *ibid.*, 1901; Instructor in Latin, Trinity College, Hartford, Conn., 1898-9; Instructor in Greek and Latin, Harvard University, 1899-1901; Instructor in Latin, University of California, 1901-4; Assistant Professor of Classical Philology, *ibid.*, 1904-9; Associate Professor, *ibid.*, Jan.-June, 1909; Associate Professor of Classical Philology, University of Chicago, 1909-11; Professor, *ibid.*, 1911-.

IRA MAURICE PRICE, PH.D., LL.D., Professor of the Semitic Languages and Literatures; Secretary of the Department.

A.B., Denison University, 1879; Professor of Greek and Modern Languages, University of Des Moines (now Des Moines College), Iowa, 1879-80; Instructor in French and German, Morgan Park Military Academy, 1880-3; D.B., Baptist Union Theological Seminary, 1882; A.M., Denison University, 1882; Instructor in Correspondence School of the American Institute of Hebrew, 1882-4; Instructor in Hebrew, Wheaton Theological Seminary, 1882-3; A.M. and Ph.D., University of Leipzig, 1886; Instructor in Hebrew and the Cognate Languages, Baptist Union Theological Seminary, 1886-8; Professor, *ibid.*, 1888-92; Associate Professor of the Semitic Languages and Literatures, University of Chicago, 1892-1900; Professor, *ibid.*, 1900-; LL.D., Denison University, 1903; Secretary of the Oriental Exploration Fund, *ibid.*, 1903-; Gay Lecturer, Southern Baptist Theological Seminary, Louisville, Ky., 1906; Pursuing investigations in Europe, 1898, 1901, 1907, 1909, 1913; Conductor of Fourth University Travel Study Class through Bible Lands, 1909.

MYRA REYNOLDS, PH.D., Professor of English Literature; Head of Foster House.

A.B., Vassar College, 1880; A.M., *ibid.*, 1892; Instructor in English, Wells College, 1890-2; Instructor in English Literature, Vassar College, 1895-92; Fellow in English, University of Chicago, 1892-4; Assistant in English Literature, *ibid.*, 1894-5; Ph.D., *ibid.*, 1895; Instructor, *ibid.*, 1895-7; Assistant Professor, *ibid.*, 1897-1902; Associate Professor, *ibid.*, 1903-11; Professor, *ibid.*, 1911-.

ROLLIN D. SALISBURY, A.M., LL.D., Professor of Geographic Geology and Head of the Department of Geography; Dean of the Ogden Graduate School of Science.

Ph.B., Beloit College, 1881; A.M., *ibid.*, 1884; Instructor in Geology and Biology, *ibid.*, 1883-4; Professor of Geology, *ibid.*, 1884-91; Student in Europe (chiefly at Heidelberg), 1887-8; Assistant U.S. Geologist, Glacial Division, 1882-92; Geologist, U.S. Geological Survey, 1892-; Geologist in charge of Pleistocene Geology of New Jersey, 1891-; Professor of General and Geographic Geology, University of Wisconsin, 1891-2; Professor of Geographic Geology, University of Chicago, 1892-; Dean of the University Colleges, *ibid.*, 1894-6; Dean of the Ogden Graduate School of Science, *ibid.*, 1899-; Head of the Department of Geography, *ibid.*, 1903-; Examiner, *ibid.*, 1896-9; LL.D., Beloit College, 1904.

WALTER SARGENT, Professor of Fine and Industrial Art in Relation to Education.

Student, Massachusetts Normal Art School, 1891; Student, Academies of Colorassi and of Delecluse, Paris, 1894, 1900; State Supervisor of Manual Arts, Massachusetts, 1908-6; Director of Drawing and Manual Training, Boston, 1906-9; Professor of Fine and Industrial Art in Relation to Education, University of Chicago, 1909-.

FERDINAND SCHEVILL, PH.D., Professor of Modern History.

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MARTIN SCHÜTZE, PH.D., Professor of German Literature.

Graduate, Gymnasium of Götrow, Germany, 1886; Student, University of Freiburg in Baden, 1886; University of Rostock, 1887; Professor of German, Beaver College, Beaver, Pa., 1894-5; Instructor in German, Beaver, Pa., High School, *ibid.*, 1896; Fellow in Germanics, University of Pennsylvania, 1897-9; Ph.D., *ibid.*, 1899; Senior Fellow, *ibid.*, 1899-1900; Instructor in German, Northwestern University, 1900-1; Associate in German, University of Chicago, 1901-3; Instructor, *ibid.*, 1903-7; Assistant Professor, *ibid.*, 1907-11; Associate Professor, *ibid.*, 1911-15; Professor, *ibid.*, 1915-.

PAUL SHOREY, PH.D., LL.D., LITT.D., Professor and Head of the Department of Greek.

A.B., Harvard College, 1878; University of Leipzig, 1881-2; University of Bonn, 1882; American School of Classical Studies, Athens, 1882-3; Ph.D., University of Munich, 1884; Professor of Greek, Bryn Mawr College, 1885-92; Professor of Greek, University of Chicago, 1892-6; Head of the Department of Greek, *ibid.*, 1896-; Annual Associate Director, American School of Classical Studies at Athens, 1901-2; LL.D., Iowa College, 1905; President, American Philological Association, 1910; Litt.D., University of Wisconsin, 1911; Percy Turnbull Lecturer on Poetry, Johns Hopkins University, 1912; Harvard Lecturer on Classical Subjects, 1912; LL.D., University of Missouri, 1913; Roosevelt Exchange Professor, University of Berlin, 1913-14; Litt.D., Brown University, 1914.

HERBERT ELLSWORTH SLAUGHT, PH.D., SO.D., Professor of Mathematics.

A.B., Colgate University, 1883; A.M., *ibid.*, 1886; Ph.D., University of Chicago, 1896; Instructor in Mathematics, Peddie Institute, Hightstown, N.J., 1883-8; Principal, Peddie Institute, 1888-92; Fellow in Mathematics, University of Chicago, 1892-4; Special Instructor, Summer Quarter, *ibid.*, 1894; Reader in Mathematics, *ibid.*, 1894-5; Assistant, *ibid.*, 1895-6; Associate, *ibid.*, 1896-7; Instructor, *ibid.*, 1897-1900; Assistant Professor, *ibid.*, 1900-3; Secretary, Board of Recommendations, *ibid.*, 1901-14; Departmental Examiner in Mathematics, *ibid.*, 1897-1902, 1903-; Editor, *American Mathematical Monthly*, 1907-; Associate Professor of Mathematics, University of Chicago, 1908-13; So.D., Colgate University, 1911; Professor of Mathematics, University of Chicago, 1913-.

ALBION WOODBURY SMALL, PH.D., LL.D., Professor and Head of the Department of Sociology; Dean of the Graduate School of Arts and Literature.

A.B., Colby University, 1876; A.M., *ibid.*, 1879; LL.D., *ibid.*, 1900; Newton Theological Institution, 1876-9; University of Berlin, 1879-80; University of Leipzig, 1880-1; Professor of History and Political Economy, Colby University, 1881-8; Reader in History, Johns Hopkins University, 1888-9; Ph.D., *ibid.*, 1889; President of Colby University, 1889-92; Professor and Head of the Department of Sociology, University of Chicago, 1892-; Editor, *American Journal of Sociology*; Vice-President and Member of Organizing Committee of International Congress of Arts and Science, 1904; Dean of the Graduate School of Arts and Literature, University of Chicago, 1905-; President, American Sociological Society, 1912-14.

GERALD BIRNEY SMITH, A.M., D.B., D.D., Professor of Christian Theology.

A.B., Brown University, 1891; A.M., Columbia University, 1898; D.B., Union Theological Seminary, 1898; D.D., Brown University, 1909; Instructor in Latin, Oberlin Academy, 1891-2; Instructor in Modern Languages, Worcester Academy, 1892-5; Student, Union Theological Seminary and Columbia University, 1895-8; Traveling Fellow, Union Theological Seminary, 1898-1900; Student, University of Berlin, 1898, Marburg, 1899, Paris, 1900; Instructor in Systematic Theology, University of Chicago, 1900-4; Assistant Professor, *ibid.*, 1904-6; Associate Professor, *ibid.*, 1906-13; Nathaniel W. Taylor Lecturer, Yale Divinity School, 1912; Professor, University of Chicago, 1913-.

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A.B., Des Moines College, 1893; Instructor in Greek, Des Moines College Academy, 1891-2; Instructor in Greek, Cedar Valley Seminary, Osage, Iowa, 1893-5; Graduate Student, University of Chicago, 1895-7; Fellow, *ibid.*, 1897-9; Ph.D., *ibid.*, 1899; Editorial Secretary to President William R. Harper, 1899-1906; Docent in Semitic Languages and Literatures, University of Chicago, 1899-1901; Assistant, *ibid.*, 1901-2; Associate, *ibid.*, 1902-5; Instructor, *ibid.*, 1905-8; Assistant Professor, *ibid.*, 1906-12; Associate Professor, *ibid.*, 1912-15; Professor, *ibid.*, 1915-.

THEODORE GERALD SOARES, PH.D., D.D., Professor of Homiletics and Religious Education and Head of the Department of Practical Theology.

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AMOS ALONZO STAGG, A.B., Professor and Director of the Department of Physical Culture.

A.B., Yale University, 1888; Instructor in the Practice and Theory of Training, International Y.M.C.A. Training School, Springfield, Mass., 1891; Director of Athletics, Northfield College Students' Conference, Summers, 1899-91; Director of Athletics, Lake Geneva College Students' Conference, 1899-91; Associate Professor and Director of the Division of Physical Culture, University of Chicago, 1892-1900; Professor and Director of Physical Culture, *ibid.*, 1900-; Member, National Football Rules Committee, 1904-;

Member, American Committee, Olympian Games (Athens) 1906, (London) 1908, (Stockholm) 1912; President, Society of Directors of Physical Education in Colleges, 1910-11; Chairman, Track and Field Rules Committee, National Collegiate Athletic Association, 1911; Master of Physical Education, International Young Men's Christian College, 1912.

JULIUS STIEGLITZ, Ph.D., So.D., Professor of Chemistry; Director of Analytical Chemistry.

Abiturientexamen, Realgymnasium, Karlsruhe, Germany, 1886; A.M. and Ph.D., University of Berlin, 1889; University Scholar, Clark University, 1890; Chemical Laboratory, Detroit, Mich., 1890-2; Docent in Chemistry, University of Chicago, 1892-3; Assistant, *ibid.*, 1893-4; Instructor in Chemistry, *ibid.*, 1894-7; Assistant Professor, *ibid.*, 1897-1902; Associate Professor, *ibid.*, 1902-5; Professor, *ibid.*, 1905-; Director of Analytical Chemistry, *ibid.*, 1909; Member, Council on Chemistry and Pharmacy, American Medical Association, 1905-; Hitchcock Lecturer, University of California, 1909; Sc.D., Clark University, 1909; Member, International Commission on Annual Tables of Constants, 1910-; Member, National Academy of Sciences, 1911-; Associate Editor, *Journal of the American Chemical Society*, 1910-; Director of the Laboratories, University of Chicago, 1912-; Member, American Academy of Arts and Sciences, 1914-; Member, Washington Academy of Science, 1914-.

MARION TALBOT, A.M., LL.D., Professor of Household Administration; Dean of Women, and Head of Green House.

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A.B., Amherst College, 1884; D.B., Yale University, 1889; Instructor in Mathematics, Amherst College, 1885-7; A.M., Amherst College, 1890; Instructor in Philosophy, University of Michigan, 1889-91; Student in Freiburg and Berlin, 1891-2; Ph.D., Freiburg

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STUART WELLER, Ph.D., Professor of Paleontologic Geology.

S.B., Cornell University, 1894; Ph.D., Yale University, 1901; Assistant, Missouri Geological Survey, 1890; Assistant, U.S. Geological Survey, 1891; Museum Assistant in charge of Paleontology, Cornell University, 1892-3; Assistant in Geology, *ibid.*, 1893-4; Assistant in Paleontology and Graduate Student, Yale University, 1894-5; Paleontologist to Geological Survey of New Jersey, 1899-1907; Geologist, Geological Survey of Illinois, 1908—. Assistant Geologist, U.S. Geological Survey, 1901-6; Geologist, *ibid.*, 1906—; Assistant in Paleontologic Geology, University of Chicago, 1895-7; Associate, *ibid.*, 1897-1900; Instructor, *ibid.*, 1900-1; Assistant Professor, *ibid.*, 1902-8; Associate Professor, *ibid.*, 1908-15; Professor, *ibid.*, 1915—.

HARRY GIDEON WELLS, A.M., Ph.D., M.D., Professor of Pathology; Dean in Medical Work.

Ph.B., Yale University, 1895; A.M., Lake Forest University, 1897; M.D., Rush Medical College, 1898; Ph.D., University of Chicago, 1903; Intern, Cook County Hospital, 1898-9; Fellow in Pathology, Rush Medical College, 1900; Fellow and Assistant in Pathology, *ibid.*, 1901; Associate in Pathology, University of Chicago, 1901-2; Instructor, *ibid.*, 1903-4; Student in Berlin, 1904-5; Assistant Professor of Pathology, University of Chicago, 1904-9; Dean in Medical Work, *ibid.*, 1904—; Pathologist to the Cook County Hospital, 1906—; Associate Professor of Pathology, University of Chicago, 1909-13; Director of the Otho S. A. Sprague Memorial Institute, 1911—; A.M. (hon.), Yale University, 1912; Professor of Pathology, University of Chicago, 1913—.

ERNEST JULIUS WILCZYNSKI, Ph.D., Professor of Mathematics.

Ph.D., University of Berlin, 1897; Nautical Almanac, 1898; Instructor, Summer Session, Columbian (now George Washington) University, Washington, D.C., 1898; Instructor in Mathematics, University of California, 1898-1902; Assistant Professor, *ibid.*, 1902-6; Associate Professor, *ibid.*, 1906-7; Research Assistant and Associate, Carnegie Institution of Washington, 1903-5; Associate Professor, University of Illinois, 1907-10; Associate Editor, *Transactions of the American Mathematical Society*, 1908—; Laureate of the Académie Royale des Sciences, des Lettres et des Beaux-Arts de Belgique, 1909; Associate Professor of Mathematics, University of Chicago, 1910-14; Professor, *ibid.*, 1914—.

WILLIAM CLEAVER WILKINSON, A.M., D.D., LL.D., Professor of Poetry and Criticism.

A.B., University of Rochester, 1857; A.M., *ibid.*, 1863; Student, University of Paris, 1861-3; Professor of Modern Languages, University of Rochester, 1863-4; Professor of Homiletics and Pastoral Theology, Rochester Theological Seminary, 1872-81; D.D., University of Rochester, 1873; Professor of Poetry and Criticism, University of Chicago, 1892—; LL.D., Baylor University, 1904.

HERBERT LOCKWOOD WILLETT, Ph.D., Professor of the Semitic Languages and Literatures; Dean of the Disciples' Divinity House.

A.B., Bethany College, 1886; A.M., *ibid.*, 1887; Graduate Student, Yale University, 1890-1; Pastor, Dayton, Ohio, 1887-93; Non-Resident Professor of Hebrew and Old Testament Literature, Bethany College, 1892-3; Graduate Student, University of Chicago, 1893-5; Instructor, Bible Chair, Ann Arbor, Mich., 1893-5; Ph.D., University of Chicago, 1896; Assistant in Semitic Languages, *ibid.*, 1896-7; Instructor, *ibid.*, 1897-1900; University of Berlin, 1898-9; Acting Dean and Head of the Disciples' Divinity House, University of Chicago, 1894-6; Dean, *ibid.*, 1896—; Assistant Professor of the Semitic Languages and Literatures, *ibid.*, 1900-1909; Associate Professor, *ibid.*, 1909-15; Professor, *ibid.*, 1915—.

SAMUEL WENDELL WILLISTON, M.D., Ph.D., Sc.D., Professor of Paleontology.

S.B., Kansas Agricultural College, 1872; A.M., *ibid.*, 1875; M.D., Yale University, 1880; Ph.D., *ibid.*, 1885; Sc.D., *ibid.*, 1913; Civil Engineer and Student of Medicine, 1872-5; Assistant in Paleontology and Osteology, Yale University, 1876-83; Assistant Paleontologist, U.S. Geological Survey, 1882-3; Assistant Editor, *Science*, 1885-6; Professor of Anatomy, Yale University, 1888-90; Health Officer City of New Haven, 1888-90; Professor of Historical Geology and Anatomy, and Dean of the Medical School, University of Kansas, 1890-1902; Member Kansas State Board of Health, and of Kansas Board of Medical Examination, 1898-1902; President Kansas Academy of Science, 1897; President Honorary Scientific Society of the Sigma Xi, 1901-5; Professor of Paleontology, University of Chicago, 1902—.

FRANCIS ASBURY WOOD, Ph.D., L.H.D., Professor of Germanic Philology.

A.B., Northwestern University, 1880; A.M., *ibid.*, 1883; L.H.D., *ibid.*, 1910; Student in Germanic Philology, University of Göttingen, 1888-90; Instructor in Greek, Latin, and

German, Chaddock College, Quincy, Ill., 1890-3; Fellow in Germanic, University of Chicago, 1893-5; Ph.D., *ibid.*, 1895; Assistant in Medill High School, Chicago, 1895-7; Professor of German, Cornell College, 1897-1903; Instructor in Germanic Philology, University of Chicago, Summer Quarters, 1897, 1898, 1902; Instructor in Germanic Philology, *ibid.*, 1903-5; Assistant Professor, *ibid.*, 1905-9; Associate Professor, *ibid.*, 1909-14; Professor, *ibid.*, 1914—.

ARTHUR DEAN BEVAN, M.D., Professorial Lecturer on Surgery.

M.D., Rush Medical College, 1883; United States Marine Hospital Service, 1883-7; Professor of Anatomy, Oregon State University, 1886-7; Professor of Anatomy, Rush Medical College, 1887-99; Professor of Surgical Anatomy and Associate Professor of Surgery, *ibid.*, 1899-1902; Professor of Surgery, *ibid.*, 1902—; President, Chicago Medical Society, 1898; Fellow, American Surgical Society, 1900; Surgeon, Presbyterian Hospital; Professorial Lecturer on Surgery, University of Chicago, 1901—.

JOHN MILTON DODSON, A.M., M.D., Professorial Lecturer on Medicine; Dean of Medical Students.

A.B., University of Wisconsin, 1890; A.M. (in course), *ibid.*, 1893; M.D., Rush Medical College, 1893; M.D., Jefferson Medical College, 1893; Lecturer on Anatomy and Demonstrator, Rush Medical College, 1893-93; Professor of Physiology and Demonstrator of Anatomy, *ibid.*, 1893-4; Professor of Physiology and Histology, *ibid.*, 1894-1900; Professor of Medicine (Pediatrics), *ibid.*, 1900—; Junior Dean, *ibid.*, 1898-9; Dean, *ibid.*, 1899—; Professor of Diseases of Children, Northwestern University Woman's Medical School, 1893-7; Professorial Lecturer on Medicine, University of Chicago, 1901—; Dean of Medical Students, *ibid.*, 1901—.

†BENJAMIN ALLEN GREENE, A.B., D.D., Professorial Lecturer on Practical Theology.

A.B., Brown University, 1872; D.D., *ibid.*, 1893; Graduate, Newton Theological Institution, 1875; Pastor, Westboro, Mass., 1875-82, Lynn, Mass., 1882-97, Evanston, Ill., 1897-1909; Member, Board of Trustees, Newton Theological Institution, 1884-97; Member, Board of Trustees, Divinity School, University of Chicago, 1901-15; Lecturer on Homiletics, Newton Theological Institution and Crozer Theological Seminary, 1896, 1907, Rochester Theological Seminary, 1896, University of Chicago, 1899, Garrett Biblical Institute, 1902, Southern Baptist Theological Seminary, 1908; Professorial Lecturer on Practical Theology, University of Chicago, 1909-15.

FRANK WAKELEY GUNSAULUS, A.M., D.D., Professorial Lecturer on Practical Theology.

A.B., Ohio Wesleyan University, 1875; Lecturer, Yale Theological Seminary, 1882; A.M., Ohio Wesleyan University, 1887; D.D., Beloit College, 1887; President, Armour Institute of Technology, 1893—; LL.D., Miami University, 1910; Professorial Lecturer on Practical Theology, the Divinity School, University of Chicago, 1912—.

WALTER STANLEY HAINES, A.M., M.D., Professorial Lecturer on Toxicology.

Massachusetts Institute of Technology, 1869-71; M.D., Chicago Medical College (Northwestern University Medical School), 1873; Professor of Chemistry, *ibid.*, 1873; Student in Paris and London, 1875-6; Professor of Chemistry and Toxicology, Rush Medical College, 1876-85; Professor of Chemistry, Pharmacy, and Toxicology, *ibid.*, 1885-1903; Professor of Chemistry, Materia Medica, and Toxicology, *ibid.*, 1905—; A.M., Monmouth College, 1881; Professorial Lecturer on Toxicology, University of Chicago, 1901—.

EPHRAIM FLETCHER INGALS, A.M., M.D., Professorial Lecturer on Medicine.

M.D., Rush Medical College, 1871; A.M., (Old) University of Chicago, 1879; Assistant Professor of Materia Medica, Rush Medical College, 1871-3; Lecturer on Diseases of the Chest and Physical Diagnosis, *ibid.*, Spring Course, 1874-83; Professor of Laryngology, *ibid.*, 1883-90; Professor of Laryngology and Practice of Medicine, *ibid.*, 1890-3; Professor of Laryngology, and Diseases of the Chest, *ibid.*, 1893-8; Registrar, *ibid.*, 1891-8; Professor of Laryngology and Rhinology, Chicago Polyclinic, 1890—; Professor of Diseases of the Throat and Chest, Northwestern Woman's Medical School, 1879-98; Professor of Diseases of the Chest, Throat, and Nose, and Comptroller, Rush Medical College, 1898—; Professorial Lecturer on Medicine, University of Chicago, 1901—; ex-President of American Laryngological Association; ex-President of Illinois State Medical Society; ex-President of American Climatological Association; ex-President, Chicago Laryngological and Climatological Society; First Lieutenant, Medical Reserve Corps, U.S. Army, 1911—.

TOYOKIOHI IYENAGA, Ph.D., Professorial Lecturer in Political Science.

Ph.B., Oberlin College, 1887; Ph.D., Johns Hopkins University, 1890; Professor of Political Science, Waseda University, Tokio; Lecturer in History, Keiojinku University, Tokio, 1891-4; Professor, Higher Commercial College, Tokio, 1894-7; Lecturer in Political Science, University of Wisconsin, 1902; Lecturer in Political Science, Extension Division, University of Chicago, 1902-3; Associate Professorial Lecturer in Political Science, *ibid.*, 1903-5; Professorial Lecturer, *ibid.*, 1905-7; Traveling in the Orient, 1907-9; Professorial Lecturer in Political Science, Extension Division, University of Chicago, 1909—.

† Deceased.

CHARLES KENNETH LEITH, Ph.D., Professorial Lecturer on Structural and Dynamic Geology.

S.B., University of Wisconsin, 1897; Ph.D., *ibid.*, 1901; Assistant Professor of Geology, *ibid.*, 1902-3; Professor, *ibid.*, 1903-; Professorial Lecturer on Pre-Cambrian Geology, University of Chicago, 1905-.

ROBERT EZRA PARK, Ph.D., Professorial Lecturer in Sociology.

Ph.B., University of Michigan, 1887; A.M., Harvard University, 1899; Ph.D., Heidelberg University, 1904; Assistant in Philosophy, Harvard University, 1903-5; Professorial Lecturer in Sociology, University of Chicago, Autumn Quarter, 1915.

ALONZO KETCHAM PARKER, D.D., Professorial Lecturer on Modern Missions in the Divinity School; University Recorder. Retired.

A.B., University of Rochester, 1866; Graduate, Rochester Theological Seminary, 1870; Pastor, Amenia, N.Y., 1871-9; Pastor, Chicago, 1879-1901; D.D., Baptist Union Theological Seminary, 1885; Member Board of Trustees, University of Chicago, 1891-1901; Professorial Lecturer on Modern Missions, *ibid.*, 1901-13; University Recorder, *ibid.*, 1901-13; Head of Hitchcock House, *ibid.*, 1902-9; Member, Board of Trustees, Vassar College, 1911-13.

ROSCOE POUND, Ph.D., LL.M., LL.D., Professorial Lecturer on Mining and Irrigation Law.

A.B., University of Nebraska, 1888; A.M., *ibid.*, 1890; Ph.D., *ibid.*, 1897; LL.D., University of Michigan, 1913; Student, Harvard Law School, 1890-90; practiced law, Lincoln, Neb., 1890-9; Assistant Professor of Law, University of Nebraska, 1898-1903; Commissioner of Nebraska Supreme Court, 1901-3; Dean of College of Law, University of Nebraska, 1903-7; Professor of Law, Northwestern University, 1907-9; LL.M. (hon.), *ibid.*, 1908; University of Chicago Law School, Summer, 1908; Professor of Law, *ibid.*, 1909-10; Professorial Lecturer on Mining and Irrigation Law, *ibid.*, 1910-; Carter Professor of General Jurisprudence, Harvard University, 1910-.

LORADO TAFT, N.A., Professorial Lecturer on the History of Art.

Graduate, University of Illinois, 1879; Student, École des Beaux Arts, Paris, 1880-3; Instructor, Art Institute, Chicago, 1886-1907; Lecturer on Art, University Extension Division, University of Chicago, 1892-1900; Lecturer on the History of Sculpture, Art Institute, Chicago; Vice-President, Municipal Art League, Chicago; Secretary, Municipal Art Commission, Chicago; Member, Illinois State Art Commission; Member, National Institute of Arts and Letters, National Sculpture Society, and Society of Western Artists; National Academy of Design, 1911; Professorial Lecturer on the History of Art, University of Chicago, 1909-.

JOHN CLARENCE WEBSTER, A.B., M.D., Professorial Lecturer on Obstetrics and Gynecology.

A.B., Mt. Allison University College, New Brunswick, 1882; Bachelor of Medicine, Master in Surgery, Edinburgh University, 1888; M.D., *ibid.*, 1891; M.R.C.P., *ibid.*, 1892; F.R.C.P., *ibid.*, 1893; F.R.S., *ibid.*, 1896; post-graduate study in Leipzig, Berlin, Paris; First Assistant to Professor of Obstetrics and Gynecology, Edinburgh University, 1890-6; Lecturer on Gynecology, McGill University, 1897-9; Professor of Obstetrics and Gynecology, Rush Medical College, 1899-; Professorial Lecturer on Obstetrics and Gynecology, University of Chicago, 1902-.

PHILIP SCHUYLER ALLEN, Ph.D., Associate Professor of German Literature.

A.B., Williams College, 1891; Instructor in German, Allen Academy, Chicago, 1891-2; Student, University of Berlin, 1892-4; Instructor in English, Shattuck School, Faribault, Minn., 1894-5; Fellow in German, University of Chicago, 1895-7; Ph.D., *ibid.*, 1897; Assistant in German, *ibid.*, 1898-1900; Associate, *ibid.*, 1900-2; Instructor, *ibid.*, 1902-3; Assistant Professor, *ibid.*, 1903-9; Associate Professor, *ibid.*, 1909-; Managing Editor of *Modern Philology*, 1900-8.

ZONIA BABER, S.B., Associate Professor of the Teaching of Geography and Geology, the College of Education.

Graduate Student in Geography, Cook County Normal School, 1886; Principal, Hillman Street School, Youngstown, O., 1886-8; Critic Teacher, Cook County Normal School, 1884-9; Head of Department of Geography, *ibid.*, 1889-93; Chicago Normal School, 1896-9; Travel and Study in the Orient, 1899-1900; Chicago Institute, 1900-1; Associate Professor of the Teaching of Geography and Geology, the College of Education, University of Chicago, 1901-; S.B., University of Chicago, 1904.

CHARLES READ BASKERVILL, PH.D., Associate Professor of English.

A.B., Vanderbilt University, 1896; A.M., *ibid.*, 1898; Ph.D., University of Chicago, 1911; Fellow and Assistant in English, Vanderbilt University, 1898-9; Fellow in English, University of Chicago, 1901-2, 1907-8; Instructor in Languages, Vanderbilt Training School, Elkton, Ky., 1896-7; Instructor in Languages, Wentworth Military Academy, Lexington, Mo., 1900-1901; Professor and Head of the Department of English, Central State Normal School, Edmond, Okla., 1903-5; Instructor in English, University of Texas, 1906-11; Instructor in English, University of Chicago, Winter, 1908, Summer, 1909; Instructor, *ibid.*, 1911-12; Assistant Professor, *ibid.*, 1912-15; Associate Professor, *ibid.*, 1915-.

CHARLES HENRY BEESON, PH.D., Associate Professor of Latin.

A.B., Indiana University, 1893; A.M., *ibid.*, 1895; Tutor in Latin, *ibid.*, 1895-5; Instructor, *ibid.*, 1895-6; Graduate Student, University of Chicago, 1896-7; Head Instructor in Latin and Greek, Peoria High School, 1897-1901; Fellow in Latin, University of Chicago, 1901-3; Student, University of Munich, 1903-5; Instructor in Latin, University of Chicago, 1906; Student, University of Munich, 1906-7; Ph.D., *ibid.*, 1907; Instructor in Latin, University High School, 1907-8; Instructor in Latin, University of Chicago, 1908-9; Assistant Professor, *ibid.*, 1909-11; Associate Professor, *ibid.*, 1911-.

FRANCIS ADELBERT BLACKBURN, PH.D., Associate Professor of the English Language. Retired.

A.B., University of Michigan, 1868; A.M., *ibid.*, 1871; Teacher, Military Academy, Oakland, Cal., 1868-9; Graduate Student, University of Michigan, 1869-70; Professor of Ancient Languages, Albion College, 1870-1; Instructor in Latin, University of Michigan, 1871-5; Student, University of Leipzig, 1875-6; Principal, High School, Pontiac, Mich., 1876-7; Teacher of Ancient Languages, High School, San Francisco, Cal., 1877-81; Principal of High School, *ibid.*, 1881-5; Teacher of Classics and English, Belmont School, Cal., 1886-9; Ph.D., University of Leipzig, 1892; Assistant Professor of the English Language, University of Chicago, 1892-6; Associate Professor, *ibid.*, 1896-1913.

PERCY HOLMES BOYNTON, A.M., Associate Professor of English; Dean in the Junior Colleges.

A.B., Amherst College, 1897; A.M., Harvard University, 1898; Instructor in English, Smith Academy, St. Louis, 1898-1902; Reader in English, University of Chicago, 1902-3; Acting Assistant Professor of English, Washington University, Winter, 1903; Secretary of Instruction, Chautauqua Institution, 1903-; Associate in English, University of Chicago, 1903-5; Instructor, *ibid.*, 1905-9; Assistant Professor of English, *ibid.*, 1909-14; Associate Professor, *ibid.*, 1914-; Dean in the Junior Colleges, 1912-.

ANTON JULIUS CARLSON, PH.D., Associate Professor of Physiology.

S.B., Augustana College, 1898; A.M., *ibid.*, 1899; Student, Leland Stanford Junior University, 1899-1902; Ph.D., *ibid.*, 1902; Assistant in Physiology, *ibid.*, 1902-3; Research Assistant of the Carnegie Institution, 1903-4; Associate in Physiology, University of Chicago, 1904-5; Assistant Professor of Physiology, *ibid.*, 1904-9; Associate Professor, *ibid.*, 1909-; Secretary, and Member of Council, American Physiological Society, 1909-15.

CLARENCE FASSETT CASTLE, PH.D., Associate Professor of Greek on the Edward Olson Foundation.

A.B., Denison University, 1880; Teacher, Public Schools, Hampton, Ia., 1880-1; Principal, High School, Granville, O., 1881-2; Tutor in Greek and Latin, Denison University, 1882-6; Ph.D., Yale University, 1888; Professor of Greek, Bucknell University, 1888-92; Assistant Professor of Greek, University of Chicago, 1892-5; Associate Professor, *ibid.*, 1895-; studying in Greece and Germany, 1896; Dean in the Junior Colleges, University of Chicago, 1898-1906; studying in Germany, 1900-1.

CHARLES MANNING CHILD, PH.D., Associate Professor of Zoology.

Ph.B., Wesleyan College, Conn., 1890; S.M., *ibid.*, 1892; Assistant in Zoology and Botany, *ibid.*, 1890-92; Ph.D., University of Leipzig, 1894; Naples Zoological Station, 1894; Fellow in Zoology, University of Chicago, 1894-5; Assistant, *ibid.*, 1895-7; Associate, *ibid.*, 1897-8; Instructor, Marine Biological Laboratory, Woods Hole, Summers, 1895-7; Instructor in Zoology, University of Chicago, 1898-1905; Naples Zoological Station, 1902-3; Assistant Professor of Zoology, University of Chicago, 1905-9; Associate Professor, *ibid.*, 1909-.

JOHN MAURICE CLARK, PH.D., Associate Professor of Political Economy.

A.B., Amherst College, 1905; Graduate Student, Columbia University, 1905-8; A.M., *ibid.*, 1906; Fellow in Economics, *ibid.*, 1907-8; Ph.D., *ibid.*, 1910; Instructor in Economics, Colorado College, 1908-10; Associate Professor of Economics, Amherst College, 1910-15; Associate Professor of Political Economy, University of Chicago, 1915-.

SOLOMON HENRY CLARK, PH.B., Associate Professor of Public Speaking.

Lecturer, Queen's University, Kingston, Ontario, 1886-7; Lecturer, McMaster College, 1890; Lecturer, Trinity University, 1888-92; Reader in Elocution, University of Chicago, 1892-4; Instructor, *ibid.*, 1894-7; Ph.B., *ibid.*, 1897; Assistant Professor of Public Speaking, *ibid.*, 1897-1901; Associate Professor, *ibid.*, 1901-.

WILLIAM CROCKER, PH.D., Associate Professor of Plant Physiology.

A.B., University of Illinois, 1902; Fellow in Botany, *ibid.*, 1902-3; A.M., *ibid.*, 1903; Instructor in Biology, Northern Illinois State Normal School, 1903-4; Fellow in Botany, University of Chicago, 1904-6; Ph.D., *ibid.*, 1906; Assistant in Plant Physiology, *ibid.*, 1906-8; Associate, *ibid.*, 1908-9; Instructor, *ibid.*, 1909-11; Assistant Professor, *ibid.*, 1911-15; Associate Professor, *ibid.*, 1915—.

TOM PEETE CROSS, PH.D., Associate Professor of English and Celtic.

A.B., Hampden-Sidney College, Va., 1899; Instructor in English and Mathematics, *ibid.*, 1899-1900; S.B., *ibid.*, 1900; Teacher of Modern Languages, Norfolk Male Academy, Va., 1900-5; A.M., Harvard University, 1906; Edward Austin Fellow, *ibid.*, 1908-9; Ph.D., *ibid.*, 1909; Parker (Traveling) Fellow in Celtic and Comparative Literature, *ibid.*, 1909-10; Student, School of Irish Learning, Dublin, 1909 (Summer Session); Instructor in English, Harvard University, 1910-11; Professor of English, Sweet Briar College, 1911-12; Professor of English, University of North Carolina, 1912-13; Associate Professor of English and Celtic, University of Chicago, 1913—.

EDWIN PRESTON DARGAN, PH.D., Associate Professor of French Literature.

Ph.D., Johns Hopkins University, 1906; Instructor in Romance Languages, University of Virginia, 1906-7; Adjunct Professor, *ibid.*, 1907-10; Assistant Professor of French, University of California, 1910-11; Assistant Professor of French Literature, University of Chicago, 1911-15; Associate Professor, *ibid.*, 1915—.

WALTER FARLEIGH DODD, PH.D., Associate Professor of Political Science.

A.B., Florida State College, 1898; in charge of foreign law collection, Library of Congress, 1904-07; Ph.D., University of Chicago, 1905; research appointment, Johns Hopkins University, 1908-10; Associate, Assistant Professor, Associate Professor, University of Illinois, 1910-15; Associate Professor of Political Science, University of Chicago, 1915—.

GEORGE AMOS DORSEY, PH.D., LL.D., Associate Professor of Anthropology.

A.B., Denison University, 1883; Instructor in History, Baird College, Clinton, Mo., 1883-9; A.B., Harvard University, 1890; Hemenway Fellow, *ibid.*, 1893-4; Ph.D., *ibid.*, 1894; Assistant in Anthropology, *ibid.*, 1894-5; Instructor, *ibid.*, 1895-6; Assistant Curator of Somatology, Field Museum of Natural History, 1896-7; Curator, Department of Anthropology, *ibid.*, 1897—; Professor of Comparative Anatomy, Northwestern University, 1900—; Honorary Commissioner to Peru and Ecuador, World's Columbian Exposition, 1891-2; President, American Folk-Lore Society, 1902; Vice-President, American Association for the Advancement of Science, 1903-4; Vice-President, American Anthropological Association, 1904—; President, Geographic Society of Chicago, 1908; Corresponding Member of the Anthropological Societies of Stockholm and Paris; Assistant Professor of Anthropology, University of Chicago, 1905-9; Associate Professor, *ibid.*, 1909—; LL.D., Denison University, 1909.

ELLIOT ROWLAND DOWNING, PH.D., Assistant Dean and Associate Professor of Natural Science, the College of Education.

S.B., Albion College, 1889; Instructor in Science, Ft. Payne Academy, Ala., 1890-1; Instructor in Science, Beloit College Academy, 1891-6; S.M., Albion College, 1894; Superintendent, Disciplinary Training School for Boys, Brooklyn, N.Y., 1896-8; Superintendent, Brooklyn Children's Aid Society, 1898-9; Graduate Student, University of Chicago, 1899-1901; Ph.D., *ibid.*, 1901; Instructor in Embryology, *ibid.*, Summer Quarters, 1900, 1901; Professor of Biology, Northern State Normal School, Mich., 1901-11; Assistant Professor of Zoology, the College of Education, University of Chicago, 1911-14; Associate Professor of Natural Science, *ibid.*, 1914—; Secretary-Treasurer, American Nature Study Society; Editor, *Nature Study Review*.

JAMES ALFRED FIELD, A.B., Associate Professor of Political Economy.

A.B., Harvard University, 1903; Graduate Student, *ibid.*, 1903-6; John Harvard Fellow, non-resident, *ibid.*, 1905-6; Student, University of Berlin, 1905-6; Assistant in Economics, Harvard University, 1905-4; Austin Teaching Fellow in Economics, *ibid.*, 1904-5; Instructor in Economics, *ibid.*, 1906-8; Instructor in Economics, Radcliffe College, 1906-7; Instructor in Political Economy, University of Chicago, 1908-10; Assistant Professor, *ibid.*, 1910-13; Associate Professor, *ibid.*, 1913—; Managing Editor, *Journal of Political Economy*, 1908-10, 1911—.

MARTHA FLEMING, Associate Professor of the Teaching of Speech, Reading, Oral Reading, and Dramatic Art, the College of Education. Retired.

Graduate, State Normal University, 1872; taught, Hyde Park public schools, 1872-6; Peoria County Normal School, 1876-9; Chicago public schools, 1879-83; Clara Conway Institute, Memphis, Tenn., 1883-8; Lake Forest University and Chicago Kindergarten College, 1891-6; appointed Assistant in the University of Chicago, 1896; Chicago Normal School, 1896-9; Student of Dramatic Art in England, France, Germany, and Italy, 1899-1900; taught, Chicago Institute, 1900-1; Associate Professor of the Teaching of Speech, Oral Reading, and Dramatic Art, the College of Education, University of Chicago, 1901-13.

EDITH FOSTER FLINT, Ph.B., Associate Professor of English.

Ph.B., University of Chicago, 1897; Graduate Student, *ibid.*, 1897; Assistant in English, *ibid.*, 1897-8; Associate, *ibid.*, 1898-1900; Departmental Examiner in English, *ibid.*, 1899-1900; Head of Kelly House, *ibid.*, 1898-1900; Grade Teacher, Chicago Institute, 1900-1; Instructor in English, Correspondence-Study Department, University of Chicago, 1900-12; Instructor in English, *ibid.*, 1908-9; Assistant Professor, *ibid.*, 1908-14; Associate Professor, *ibid.*, 1914—.

HENRY GORDON GALE, Ph.D., Associate Professor of Physics; Dean of Science in the Colleges.

A.B., University of Chicago, 1896; Graduate Student, *ibid.*, 1896-7; Fellow in Physics, *ibid.*, 1897-9; Ph.D., *ibid.*, 1899; Assistant in Physics, *ibid.*, 1899-1900; Associate, *ibid.*, 1900-2; Instructor, *ibid.*, 1902-7; Physicist at the Solar Observatory of the Carnegie Institution, Mt. Wilson, Cal., 1906; Assistant Professor of Physics, University of Chicago, 1907-11; Dean in the Junior Colleges, *ibid.*, 1908—; Research Associate of the Carnegie Institution of Washington, Mt. Wilson, Cal., 1909, 1910, 1911; Associate Professor of Physics, University of Chicago, 1911—; Editor, *Astrophysical Journal*, 1912—; Member, International Commission on Annual Tables of Constants, 1912—; Dean of Science in the Colleges, University of Chicago, 1912—.

JOHN PAUL GOODE, Ph.D., Associate Professor of Geography.

S.B., University of Minnesota, 1889; Professor of Natural Science, State Normal School, Moorhead, Minn., 1889-98; Graduate Student, University of Chicago, Summer, 1898; Instructor in Physiography, University of Minnesota, Summer, 1898; Fellow in Geology, University of Chicago, 1898-7; Instructor in Physiography and Meteorology, *ibid.*, Summers, 1897-1900, 1902; Graduate Student, *ibid.*, 1898-9; Professor of Physical Science and Geography, Eastern Illinois State Normal School, Charleston, Ill., 1899-1901; Graduate Student, University of Pennsylvania, 1900-1; Ph.D., *ibid.*, 1901; Instructor in Geography, *ibid.*, 1901-3; Assistant Professor of Geography, University of Chicago, 1903-10; Associate Professor, *ibid.*, 1910—.

WILLIAM DRAPER HARKINS, Ph.D., Associate Professor of Chemistry.

A.B., Leland Stanford Junior University, 1900; Ph.D., *ibid.*, 1907; Graduate Student, University of Chicago, Summer Quarters, 1901, 1904; Leland Stanford Junior University, 1905-6; Institut für Physikalische Chemie und Elektrochemie, Karlsruhe i.B., 1909; Assistant in Chemistry, Leland Stanford Junior University, 1898-1900; Instructor, *ibid.*, 1900; Instructor in Chemistry and Physics, University of Montana, 1900-1901; Professor of Chemistry, *ibid.*, 1901-12; Chemist in Smelter Smoke Investigations in Montana, 1902-10; Mountain Copper Co. of California, 1904; Chemist, United States Department of Justice, 1910-11; Research Associate, Research Laboratory of Physical Chemistry, Massachusetts Institute of Technology, 1909-10; Research Work for the Carnegie Institution of Washington, 1911; Assistant Professor of Chemistry, University of Chicago, 1912-14; Associate Professor, *ibid.*, 1914—.

BASIL COLEMAN HYATT HARVEY, A.B., M.B., Associate Professor of Anatomy.

A.B., University of Toronto, 1894; Graduate, Normal College of Nova Scotia, 1895; M.B., University of Toronto, 1898; Assistant Demonstrator of Anatomy, *ibid.*, 1895-7; Member of College of Physicians and Surgeons, Ontario, 1898; Assistant in Anatomy, University of Chicago, 1901-2; Associate, *ibid.*, 1902-4; Instructor, *ibid.*, 1904-8; Assistant Professor, *ibid.*, 1908-11; Associate Professor, *ibid.*, 1911—.

ALLAN HOBEN, Ph.D., Associate Professor of Homiletics.

A.B., University of New Brunswick, 1895; A.M., *ibid.*, 1897; Newton Theological Institution, 1896; Ph.D., University of Chicago, 1901; Pastor, Waupun, Wis., 1901-4; Director, Baptist Students' Guild, University of Michigan, 1904-5; Pastor, First Baptist Church, Detroit, Mich., 1905-8; Associate Professor of Homiletics, University of Chicago, 1908—.

GEORGE CARTER HOWLAND, A.M., Associate Professor of the History of Literature.

A.B., Amherst College, 1885; A.M., *ibid.*, 1888; Instructor in Chicago High School, 1886-91; Student in Madrid and Paris, 1891-2; Florence, 1893-4; Instructor in the Romance Languages and Literatures, University of Chicago, 1892-5; Junior College Examiner, *ibid.*, 1895-8; Dean in University College, *ibid.*, 1898-1900; Assistant Professor of Italian Philology, *ibid.*, 1895-1911; Assistant Professor of the History of Literature, *ibid.*, 1911-13; Associate Professor of the History of Literature, *ibid.*, 1913—.

† ROBERT FRANKLIN HOXIE, Ph.D., Associate Professor of Political Economy.

Ph.B., University of Chicago, 1893; Fellow, *ibid.*, 1893-6; Acting Professor of Political Economy, Cornell College, Iowa, 1897-8; Instructor in Economics, Washington University, 1898-1901; Acting Professor of Political Economy and Political Science, Washington and Lee University, 1901-2; Fellow, University of Chicago, 1903; Instructor in Economics, Cornell University, 1903-6; Ph.D., University of Chicago, 1905; Instructor in Political Economy, *ibid.*, 1906-8; Assistant Professor, *ibid.*, 1908-12; Associate Professor, *ibid.*, 1912—; Appointee of United States Commission on Industrial Relations, 1914-15.

† Absent on leave.

ALBERT JOHANNSEN, Ph.D., Associate Professor of Petrology.

S.B., University of Illinois, 1894; S.B., University of Utah, 1896; Fellow, Johns Hopkins University, 1902-3; Ph.D., *ibid.*, 1903; Geological Assistant, Maryland Geological Survey, 1901-3; Assistant Geologist, United States Geological Survey, 1903-; Acting Chief, Section of Petrology, *ibid.*, 1907-10; Lecturer on Petrology, University of Chicago, 1909; Assistant Professor of Petrology, *ibid.*, 1910-14; Associate Professor, *ibid.*, 1914-.

CARL KINSLEY, A.M., M.E., Associate Professor of Physics.

A.B., Oberlin College, 1893; A.M., *ibid.*, 1896; M.E., Cornell University, 1894; Instructor in Physics and Electrical Engineering, Washington University, 1894-8; Scholar in Physics and Electrical Engineering, Johns Hopkins University, 1898-9; Electrical Expert for the United States War Department, 1899-1901; Fellow in Physics, University of Chicago, 1901-2; Instructor, *ibid.*, 1902-3; Assistant Professor, *ibid.*, 1903-9; Associate Professor, *ibid.*, 1909-.

WILLIAM JESSE GOAD LAND, Ph.D., Associate Professor of Botany.

Principal, Rome Academy, 1893-4; Principal, High School, Grand Rivers, Ky., 1894-5; Superintendent of Schools, Ashley, Ill., 1895-1901; S.B., University of Chicago, 1902; Fellow in Botany, *ibid.*, 1903; Ph.D., *ibid.*, 1904; Assistant in Morphology, *ibid.*, 1904-6; Associate, *ibid.*, 1906-8; Instructor in Botany, *ibid.*, 1908-11; Assistant Professor, *ibid.*, 1911-15; Associate Professor, *ibid.*, 1915-.

KURT LAVES, Ph.D., Associate Professor of Astronomy.

Abiturientexamen, Gymnasium at Lyck, East Prussia (Germany), 1886; Student of Mathematics and Astronomy at Königsberg, 1886-7; at Berlin, 1887-91; Ph.D., University of Berlin, 1891; Student in Mathematical Physics, *ibid.*, 1892-3; Assistant to Professor Tietjen in the *Berliner Jahrbuch* office at the Royal Observatory, Berlin, 1893; Docent in Astronomy, University of Chicago, 1893-4; Reader, *ibid.*, 1894-5; Assistant, *ibid.*, 1895-6; Associate, *ibid.*, 1896-7; Instructor, *ibid.*, 1897-1901; Assistant Professor, *ibid.*, 1901-3; Associate Professor, *ibid.*, 1906-.

FRANK MITCHELL LEAVITT, Associate Professor of Industrial Education.

Student of Mechanic Arts, Massachusetts Institute of Technology, 1886-7; Assistant Instructor in Carpentry, *ibid.*, 1887-8; Assistant Instructor in Machine Shop Work and Mechanical Drawing, *ibid.*, 1888-9; Principal, Eliot School, Jamaica Plain, Mass., 1889-90; Instructor in Manual Training, Boston Public Schools, 1890-92; Student, Summer Terms, Harvard University, 1891, 1892; Student, Sloydarsseminarium, Naas, Sweden, 1894; Principal, Manual Training Schools, Boston Public Schools, 1892-1906; Assistant Director of Drawing and Manual Training, *ibid.*, 1906-10; Secretary, Department of Manual Training, National Education Association, 1904, 1905, and President, 1906, 1907; President, Eastern Manual Training Association, 1908; Associate Professor of Industrial Education, University of Chicago, 1910-; President, Illinois Manual Arts Association, 1912, 1913; President, National Vocational Guidance Association, 1914.

JAMES WEBER LINN, A.B., Associate Professor of English; Dean in the Junior Colleges.

A.B., University of Chicago, 1897; Assistant in English, *ibid.*, 1899-1900; Associate, *ibid.*, 1900-2; Instructor, *ibid.*, 1908-7; Assistant Editor *Youth's Companion*, 1907-8; Assistant Professor of English, University of Chicago, 1907-11; Dean in the Junior Colleges, *ibid.*, 1908-; Associate Professor of English, *ibid.*, 1911-.

ROLLO LAVERNE LYMAN, A.B., Associate Professor in the Teaching of English, the College of Education.

A.B., Beloit College, 1899; Instructor in English, Pacific University, Forest Grove, Ore.; Graduate Student, Harvard University, 1902-3; Instructor in English, Harvard University, 1903-5; Assistant Professor in Rhetoric and Oratory, University of Wisconsin, 1905-10; Associate Professor, *ibid.*, 1910-13; Associate Professor in the Teaching of English, University of Chicago, 1913-.

† CHARLES RIBORG MANN, Ph.D., Associate Professor of Physics.

A.B., Columbia College, 1890; A.M., *ibid.*, 1891; University Fellow in Physics, *ibid.*, 1890-2; John Tyndall Fellow, *ibid.*, 1892-5; Ph.D., University of Berlin, 1895; Research Assistant, University of Chicago, 1896-7; Associate in Physics, *ibid.*, 1897-9; Instructor, *ibid.*, 1899-1902; Assistant Professor, *ibid.*, 1902-7; Associate Professor, *ibid.*, 1907-.

GEORGE LINNAEUS MARSH, Ph.D., Extension Associate Professor of English.

A.B. Iowa College, 1892; Admitted to Iowa Bar, 1895; Graduate Student, University of Chicago, 1896-9; A.M., *ibid.*, 1899; Fellow in English, *ibid.*, 1899-1901; Reader, Extension Division, *ibid.*, 1901-2; Associate, *ibid.*, 1902-4; Ph.D., *ibid.*, 1903; Instructor, *ibid.*, 1904-9; Extension Assistant Professor of English, *ibid.*, 1909-10; Extension Associate Professor, *ibid.*, 1910-.

† Absent on leave.

JOHN WILDMAN MONCIEF, A.M., D.D., Associate Professor of Church History.

A.B., Denison University, 1873; Tutor in History and Greek, Franklin College, 1878-8; Student, University of Leipzig, 1875-6; A.M., Franklin College, 1876; Professor of Greek, *ibid.*, 1876-9; Principal of Preparatory Department, Denison University, 1879-81; Professor of History, Franklin College, 1881-94; Assistant Professor of Church History, University of Chicago, 1894-7; Associate Professor, *ibid.*, 1897-; D.D., Denison University, 1904.

HORATIO HACKETT NEWMAN, Ph.D., Associate Professor of Zoology and Embryology. Dean in the Colleges of Science.

A.B., McMaster University, 1896; Special Student in Natural Science, University of Toronto, 1896-7; Instructor in Biology and Latin, Des Moines College, 1897-8; Fellow in Zoology, University of Chicago, 1898-1900, 1904-5; Instructor in Biology and Chemistry, Culver Military Academy, 1900-4; Ph.D., University of Chicago, 1905; Instructor in Zoology, University of Michigan, 1905-8; Assistant Professor (elect), *ibid.*, 1908; Instructor in Zoology and in Physiology, Marine Biological Laboratory, Woods Hole, Mass., 1906-7; Head of Instruction Force in Physiology, *ibid.*, 1909-12; Professor and Head of the School of Zoology, University of Texas, 1908-11; Associate Professor of Zoology and Embryology, University of Chicago, 1911-.

CONYERS READ, Ph.D., Associate Professor of History.

A.B., Harvard University, 1903; A.M., *ibid.*, 1904; John Harvard Fellow, *ibid.*, 1903-4, 1905-6; Student, Balliol College, Oxford, 1903-5; Graduate Student, Harvard University, 1905-8; Austin Teaching Fellow, *ibid.*, 1908-8; Ph.D., *ibid.*, 1908; Instructor in History, Princeton University, 1909-10; B.Litt., Oxford University, 1910; Instructor in History, University of Chicago, 1910-12; Assistant Professor, *ibid.*, 1912-15; Associate Professor, *ibid.*, 1915-.

DUDLEY BILLINGS READ, A.B., M.D., Associate Professor of Physical Culture.

A.B., Oberlin College, 1901; Instructor in Gymnasium, Oberlin College, 1902-4; Instructor in History, Oberlin Academy, 1903-4; Instructor in Gymnasium, Columbia University, 1904-8; M.D., *ibid.*, 1908; Director of Physical Education, Ashville School, 1906-10; Associate Professor of Physical Education, University of Rochester, 1910-11; Assistant Professor of Physical Culture, University of Chicago, 1911-13; Associate Professor, *ibid.*, 1913-.

EMILY JANE RICE, Ph.B., Associate Professor of the Teaching of History, the College of Education. Retired.

Graduate, Oswego Normal School, 1872; Teacher in State Normal School, Johnson, Vt., 1873; Cook County Normal School, 1878-96; Head of Department of History, Chicago Normal School, 1896-9; Student in Europe, 1899-1900; Head of Department of History, Chicago Institute, 1900-1; Ph.B., University of Chicago, 1903; Associate Professor of the Teaching of History, the College of Education, *ibid.*, 1901-13.

DAVID ALLAN ROBERTSON, A.B., Associate Professor of English; Secretary to the President.

A.B., University of Chicago, 1902; Graduate Student in English, *ibid.*, 1902-5; Fellow in English, *ibid.*, 1904-5; Reader in English, *ibid.*, 1902-4; Assistant in English, *ibid.*, 1904-5; Associate, *ibid.*, 1905-6; Head of Snell House, *ibid.*, 1905-6; Assistant Head of Hitchcock House, *ibid.*, 1906-7; Secretary to the President, *ibid.*, 1906-; Secretary of University College, *ibid.*, 1906-8; Instructor in English, *ibid.*, 1906-10; Assistant Professor, *ibid.*, 1910-14; Head of Hitchcock House, *ibid.*, 1912-15; Associate Professor, *ibid.*, 1914-; Editor, *The University Record*, 1915-.

FRANCIS WAYLAND SHEPARDSON, Ph.D., LL.D., Associate Professor of American History.

A.B., Denison University, 1882; A.M., *ibid.*, 1886; A.B., Brown University, 1883; Instructor, Young Ladies' Institute, Granville, O., 1883-7; Editor, *Granville Times*, 1887-90; Graduate Student, Yale University, 1890-2; Ph.D., *ibid.*, 1892; Docent, University of Chicago, 1892-3; University Extension Assistant in History, *ibid.*, 1893-5; Instructor in American History, and Secretary of the Lecture-Study Department of the University Extension Division, *ibid.*, 1895-7; Acting Recorder, *ibid.*, 1897-8; Assistant Professor of American History, *ibid.*, 1897-1901; Secretary to the President, *ibid.*, 1897-1904; Associate Professor, *ibid.*, 1901-; Dean of the Senior Colleges, *ibid.*, 1904-7; LL.D., Denison University, 1906; Lecturer on American History, Teachers' Assembly, Baguio, Philippine Islands, April-May, 1911, 1914.

FREDERICK STARR, Ph.D., Sc.D., Associate Professor of Anthropology.

S.B., Lafayette College, 1882; Teacher of Sciences, Wyman Institute, 1882-3; Professor of Sciences, State Normal School, Lock Haven, Pa., 1883-4; S.M. and Ph.D., Lafayette College, 1885; Professor of Biological Sciences, Coe College, 1884-7; in charge of Department of Ethnology, American Museum of Natural History, 1889-91; Assistant Professor of Anthropology, University of Chicago, 1892-5; Associate Professor, *ibid.*, 1895-; Sc.D., Lafayette College, 1907.

HERMAN CAMPBELL STEVENS, Ph.D., M.D., Associate Professor of Education.

A.B., University of Michigan, 1901; Ph.D., Cornell University, 1905; Assistant Professor of Psychology, University of Washington, 1905-11; Associate Professor, *ibid.*, 1911-13; M.D., Rush Medical College, 1913; Associate Professor of Education, University of Chicago, 1913—.

WALTER SHELDON TOWER, Ph.D., Associate Professor of Geography.

A.B., Harvard University, 1903; A.M., *ibid.*, 1904; Ph.D., University of Pennsylvania, 1906; Instructor in Geography, *ibid.*, 1906-8; Assistant Professor, *ibid.*, 1908-11; Assistant Professor of Geography, University of Chicago, 1911-14; Associate Professor, *ibid.*, 1914—.

WILLIAM LAWRENCE TOWER, S.B., Associate Professor of Embryology.

S.B., University of Chicago, 1902; Assistant in Entomology, Massachusetts Department of Agriculture, 1893-4; Assistant in Zoology, Harvard College, 1895-6; Instructor in Zoology, Central High School, Akron, Ohio, 1897-8; Assistant in Zoology, Harvard University, 1898-1900; Radcliffe College, 1899-1900; Professor of Biology and Hoagland Professor of Physiology, Antioch College, 1900-1; Assistant in Embryology, University of Chicago, 1901-3; Associate, *ibid.*, 1903-4; Instructor, *ibid.*, 1904-7; Assistant Professor, *ibid.*, 1907-11; Associate Professor, *ibid.*, 1911—.

CLYDE WEBER VOTAW, D.B., Ph.D., Associate Professor of New Testament Literature.

A.B., Amherst College, 1888; D.B., Yale University, 1891; A.M., Amherst College, 1891; Instructor in the American Institute of Sacred Literature, 1891-2; Reader, University of Chicago, 1892-4; Associate in Biblical Literature, *ibid.*, 1894-6; Ph.D., *ibid.*, 1896; Instructor in New Testament Literature, *ibid.*, 1896-1900; Assistant Professor, *ibid.*, 1900-7; in Germany and Palestine, 1900-1; Editorial Secretary, the Religious Education Association, 1903-5; Acting Professor of New Testament Literature and Interpretation, Chicago Theological Seminary, 1905-7; Associate Professor of New Testament Literature, University of Chicago, 1907—.

ELIZABETH WALLACE, S.B., Associate Professor of French Literature; Dean in the Junior Colleges.

S.B., Wellesley College, 1886; Teacher of History, 1887-9; Graduate Student, University of Minnesota, 1899-92; Fellow in History, University of Chicago, 1892-3; Docent and Reader in Spanish and Latin-American Institutions, *ibid.*, 1893-5; Head of Beecher House, *ibid.*, 1893-5, 1897-1900; Dean of Women, Knox College, 1895-6; Traveling Fellow in Romance Languages, University of Chicago, 1896-7; Élève titulaire de l'Ecole des Hautes Études, University of Paris, 1897; Associate in Romance Languages, University of Chicago, 1897-9; in Paris, 1901-2; Instructor in French Literature, University of Chicago, 1899-1905; Assistant Professor, *ibid.*, 1905-12; Officier d'Académie, 1905; Dean of the Junior College of Literature (Women), University of Chicago, 1905—; Traveling Fellow, International Institute, Madrid, 1910-11; Associate Professor of French Literature, University of Chicago, 1913—.

ERNEST HATCH WILKINS, Ph.D., Associate Professor of Romance Languages.

A.B., Amherst College, 1901; A.M., *ibid.*, 1903; Ph.D., Harvard University, 1910; Instructor in Romance Languages, Amherst College, 1900-4, and in Latin, 1901-4; Instructor in Italian and Spanish, Harvard University, 1906-7; Instructor in Romance Languages, *ibid.*, 1907-12; Associate Professor of Romance Languages, University of Chicago, 1912—.

CHESTER WHITNEY WRIGHT, Ph.D., Associate Professor of Political Economy; Head of North House.

A.B., Harvard University, 1901; A.M., *ibid.*, 1902; Ph.D., *ibid.*, 1906; Assistant Instructor in Economics, *ibid.*, 1903-4; Teaching Fellow in Economics, *ibid.*, 1904-8; Instructor in Economics, Cornell University, 1906-7; Instructor in Political Economy, University of Chicago, 1907-10; Assistant Professor, *ibid.*, 1910-13; Associate Professor, *ibid.*, 1913—; Head of North House, *ibid.*, 1906—.

JACOB WILLIAM ALBERT YOUNG, Ph.D., Associate Professor of the Pedagogy of Mathematics.

A.B., Bucknell University, 1887; Instructor in Mathematics, Bucknell Academy, 1887-8; Student, University of Berlin, 1888-9; A.M., Bucknell University, 1890; Fellow in Mathematics, Clark University, 1899-92; Ph.D., *ibid.*, 1892; Associate in Mathematics, University of Chicago, 1892-4; Instructor, *ibid.*, 1894-7; Assistant Professor, *ibid.*, 1897-1908; Studying Prussian Methods in the Pedagogy of Mathematics, 1897-8; French and German Methods, 1901, 1904-5; Italian and Austrian Methods, 1906; Member International Commission on the Teaching of Mathematics, 1906—; Associate Professor of the Pedagogy of Mathematics, University of Chicago, 1906—.

RUDOLPH ALTROCCI, Ph.D., Assistant Professor of Romance Languages.

A.B., Harvard University, 1908; A.M., *ibid.*, 1909; Student University of Florence, Italy, 1909-10; Instructor in Romance Languages, Columbia University, 1910-11; Instructor in

Romance Languages, University of Pennsylvania, 1911-12; Instructor in Romance Languages, Harvard University, 1912-15; Ph.D., *ibid.*, 1914; Assistant Professor of Romance Languages, University of Chicago, 1915—.

EDWARD SCRIBNER AMES, Ph.D., Assistant Professor of Philosophy.

A.B., Drake University, 1889; A.M., *ibid.*, 1891; D.B., Yale University, 1892; Graduate Student in Philosophy, Yale University, 1892-4; Fellow in Philosophy, University of Chicago, 1894-5; Ph.D., *ibid.*, 1896; Instructor, Disciples' Divinity House, *ibid.*, 1895-7; Docent in Philosophy, *ibid.*, 1896-7; Professor of Philosophy and Pedagogy, Butler College, 1897-1900; Pastor of the Hyde Park Church of Disciples, Chicago, Ill., 1900—; Associate in Philosophy, University of Chicago, 1900-1901; Instructor, *ibid.*, 1901-0; Assistant Professor, *ibid.*, 1900—.

***EARLE BROWNELL BABCOCK, Ph.B., Assistant Professor of French.**

Ph.B., University of Chicago, 1903; Instructor in French, Chicago Manual Training School, 1901-3; Instructor in French and History, Ethical Culture School, New York City, 1903-5; Student, Columbia University, 1903-5; Fellow in French, University of Chicago, 1905-6; Student at the Sorbonne, Paris, 1906; Associate in French, University of Chicago, 1906-7; Instructor, *ibid.*, 1907-10; Officier de l'Instruction Publique, 1911; Assistant Professor, University of Chicago, 1910-15.

STORRS BARROWS BARRETT, A.B., Assistant Professor of Astrophysics; Secretary and Librarian of the Yerkes Observatory, Williams Bay, Wis.

A.B., University of Rochester, 1889; Principal, Middlebury Academy, Wyoming, N.Y., 1889-91; Teacher of Science, High School, Palmyra, N.Y., 1891-2; Graduate Student, University of Chicago, 1892-3; Fellow in Astrophysics, *ibid.*, 1893-5; Secretary and Librarian of the Yerkes Observatory, *ibid.*, 1900—; Assistant Professor of Astrophysics, *ibid.*, 1914—.

GEORGE WILLIAM BARTELMER, Ph.D., Assistant Professor of Anatomy.

S.B., New York University, 1906; Assistant in Zoology, *ibid.*, 1906-7; Fellow in Zoology, University of Chicago, 1907-8; Laboratory Assistant in Zoology, *ibid.*, 1908-10; Ph.D., *ibid.*, 1910; Associate in Anatomy, *ibid.*, 1910-11; Instructor, *ibid.*, 1911-15; Assistant Professor, *ibid.*, 1915—.

FRANK CHRISTIAN BECHT, Ph.D., Assistant Professor of Pharmacology.

S.B., University of Chicago, 1906; Fellow in Physiology, *ibid.*, 1907; Assistant in Physiology, *ibid.*, 1907-9; Ph.D., *ibid.*, 1909; Associate in Physiology, *ibid.*, 1909-10; Assistant Professor of Physiology, University of Illinois, 1910-12; Assistant Professor of Pharmacology, Northwestern University Medical School, 1912-14; Assistant Professor of Pharmacology, University of Chicago, 1914—.

SCOTT ELIAS WILLIAM BEDFORD, A.M., L.H.D., Assistant Professor of Sociology.

A.B., Baker University, 1902; A.M., *ibid.*, 1903; Assistant Professor of History, *ibid.*, 1902-5; Principal of Academy, *ibid.*, 1902-5; Fellow in Sociology, University of Chicago, 1905-8; Professor of Sociology, Miami University, 1908-11; L.H.D., University of Vermont, 1911; Assistant Professor of Sociology, University of Chicago, 1911—; Departmental Examiner in Sociology, *ibid.*, 1911—; Secretary-Treasurer, American Sociological Society, 1911—; Managing Editor, *Papers and Proceedings*, American Sociological Society, 1914.

FREDRIC MASON BLANCHARD, A.M., Assistant Professor of Public Speaking.

Ph.B., Oberlin College, 1893; A.M., *ibid.*, 1897; Graduate, Emerson College of Oratory, 1896; Instructor, *ibid.*, 1896-7; Instructor in Public Speaking, University of Chicago, 1897-1902; Assistant Professor, *ibid.*, 1902—.

KATHARINE BLUNT, A.B., Ph.D., Assistant Professor of Food Chemistry; Home Economics.

A.B., Vassar College, 1898; Ph.D., University of Chicago, 1907; Graduate Student, Massachusetts Institute of Technology, 1902-3; University of Chicago, 1902, 1905-7; Assistant in Chemistry, Vassar College, 1903-5; Instructor in Chemistry, Department of Domestic Science, Pratt Institute, 1907-8; Instructor in Chemistry, Vassar College, 1908-13; Assistant Professor of Food Chemistry, School of Education, University of Chicago, 1913—.

JOHN FRANKLIN BOBBITT, Ph.D., Assistant Professor of School Administration; Assistant Dean of University College.

A.B., Indiana University, 1901; Ph.D., Clark University, 1909; Superintendent of Town Schools, Farmland, Ind., 1900-2; Principal, Provincial Normal School, Cogayan de Mindanao, 1902-3; Instructor, Philippine Normal School, Manila, 1903-7; Acting Superintendent, Manila Nautical School, 1905; Fellow, Clark University, 1907-9; Lecturer in the History of Education, University of Chicago, 1909-10; Instructor in School Administration, *ibid.*, 1910-13; Assistant Dean of University College, *ibid.*, 1912—; Assistant Professor of School Administration, *ibid.*, 1913—.

* Resigned.

SOPHONISBA PRESTON BROOKINRIDGE, Ph.D., J.D., Assistant Professor of Social Economy in the Department of Household Administration; Assistant Dean of Women.

S.B., Wellesley College, 1888; Instructor in Mathematics, High School, Washington, D.C., 1888-90; Ph.D., University of Chicago, 1897; Fellow in Political Science, *ibid.*, 1897-1901; Assistant to the Dean of Women, *ibid.*, 1899-1902; Ph.D., *ibid.*, 1901; Assistant Dean of Women, *ibid.*, 1902-; Dozent in Political Science, *ibid.*, 1902-4; J.D., *ibid.*, 1904; Instructor in Household Administration, *ibid.*, 1904-9; Assistant Professor, *ibid.*, 1909-10; Assistant Professor of Social Economy in the Department of Household Administration, *ibid.*, 1910-.

J. HARLAN BRETZ, Ph.D., Assistant Professor of Geology.

A.B., Albion College, 1905; Ph.D., University of Chicago, 1913; Instructor in Biology and Geology, High School, Flint, Mich., 1905-7; Instructor in Physiography, Franklin and Queen Anne High Schools, Seattle, Wash., 1907-11; Fellow in Geology, University of Chicago, 1911-13; Assistant Professor of Geology, University of Washington, Seattle, Wash., 1913-14; Instructor in Geology, University of Chicago, 1914-15; Assistant Professor, *ibid.*, 1915-.

ALBERT DUDLEY BROKAW, Ph.D., Assistant Professor of Mineralogy and Economic Geology.

S.B., University of Chicago, 1906; Lecture Assistant in Chemistry, *ibid.*, 1906-10; Fellow in Geology, *ibid.*, 1910-11; Assistant in Geology, *ibid.*, 1912-13; Ph.D., *ibid.*, 1913; Instructor in Mineralogy and Economic Geology, *ibid.*, 1912-14; Assistant Professor, *ibid.*, 1914-.

EDWARD VAIL LAPHAM BROWN, S.B., M.D., Assistant Professor of the Pathology of the Eye.

S.B., University of Chicago, 1902; M.D., Hahnemann Medical College, 1897; M.D., Rush Medical College, 1898; Graduate Student in Eye Pathology, University of Berlin, 1902; Graduate Student in Eye Pathology, University of Vienna, 1907; Graduate Student in Diseases of the Eye, *ibid.*, 1908, 1909, 1911; Intern, Illinois Charitable Eye and Ear Infirmary, 1898; Assistant Pathologist, *ibid.*, 1899-1903; Pathologist, *ibid.*, 1903-8; Eye Surgeon, *ibid.*, 1908-; Assistant in Ophthalmology, Rush Medical College, 1899-1905; Instructor, *ibid.*, 1905-7; Assistant Professor, *ibid.*, 1907-; Instructor in Pathology of the Eye, University of Chicago, 1909-12; Assistant Professor, *ibid.*, 1913-.

HARVEY CARR, Ph.D., Assistant Professor of Psychology.

S.B., University of Colorado, 1901; S.M., *ibid.*, 1902; Assistant in Psychology, *ibid.*, 1900-2; Fellow in Psychology, University of Chicago, 1902-3; Ph.D., *ibid.*, 1905; Instructor, Houston, Tex., High School, 1905; Instructor in Psychology, Pratt Institute, 1906-8; Assistant Professor of Psychology, University of Chicago, 1908-; Editorial Board, *Psychological Bulletin*, 1913; Review Editor, *Journal of Animal Behavior*, 1913.

ROLLIN THOMAS CHAMBERLIN, Ph.D., Assistant Professor of Geology.

S.B., University of Chicago, 1903; Assistant in Geology, *ibid.*, Summer Quarters, 1904, 1905; Research Assistant in Geology, *ibid.*, 1906-7; Ph.D., *ibid.*, 1907; Assistant Geologist, United States Geological Survey, 1907-; Member Oriental Educational Investigation Commission, 1909; Survey of Brazilian Iron Formations, 1911-12; Research Associate in Geology, University of Chicago, 1909-14; Assistant Professor of Geology, *ibid.*, 1914-.

ELBERT CLARK, S.B., Assistant Professor of Anatomy.

S.B., University of Arkansas, 1903; Medical Student, Johns Hopkins Medical School, 1904-5; Graduate Student, University of Chicago, 1905-7; Laboratory Assistant in Anatomy, *ibid.*, 1907-8; Assistant, *ibid.*, 1908-10; Assistant Professor of Anatomy, University of the Philippines, 1910-11; Associate Professor, *ibid.*, 1911-13; Instructor in Anatomy, University of Chicago, 1913-15; Assistant Professor, *ibid.*, 1915-.

WALTER EUGENE CLARK, Ph.D., Assistant Professor of Sanskrit and Indo-European Comparative Philology.

A.B., Harvard University, 1908; A.M., *ibid.*, 1904; Ph.D., *ibid.*, 1906; Student, Universities of Bonn and Berlin, 1906-7; Instructor in Sanskrit and Indo-European Comparative Philology, University of Chicago, 1906-15; Assistant Professor, *ibid.*, 1915.

ALGERNON COLEMAN, Ph.D., Assistant Professor of French.

A.B., A.M., University of Virginia, 1901; Instructor in Modern Languages, Culver Military Academy, 1901-3; Assistant Principal, Norfolk Academy, 1906-10; Graduate Student, Johns Hopkins University, 1910-13; Fellow, *ibid.*, 1912-13; Ph.D., *ibid.*, 1913; Instructor in French, University of Chicago, 1913-15; Assistant Professor, *ibid.*, 1915-.

HENRI CHARLES EDOUARD DAVID, A.M., Assistant Professor of French Literature.

École Monge, Paris, 1881-3; Student and Teacher of French, French-American College, Springfield, Mass., 1897-1900; A.B., University of Chicago, 1902; Graduate Student, *ibid.*,

- 1902-6; Instructor in French, the Oxford School, Chicago, 1900-2; Assistant in French, University of Chicago, 1902-4; Associate, *ibid.*, 1904-7; A.M., *ibid.*, 1905; University of Berlin, 1906-7; Instructor in French, University of Chicago, 1907-10; Assistant Professor of French Literature, *ibid.*, 1910—.
- LYDIA M. DEWITT, M.D., B.S., A.M.**, Member of Otho S. A. Sprague Memorial Institute; Assistant Professor of Pathology, University of Chicago.
M.D., University of Michigan, 1898; B.S., *ibid.*, 1899; A.M. (hon.), *ibid.*, 1913; Student in University of Berlin, 1905-6; Assistant in Histology, University of Michigan, 1898-1902; Instructor in Histology, *ibid.*, 1902-10; Assistant City Bacteriologist, St. Louis, Mo., 1910-12; Instructor in Pathology, Washington University, 1910-12; Member of Sprague Memorial Institute, and Assistant Professor of Pathology, University of Chicago, 1912—.
- GERTRUDE DUDLEY**, Assistant Professor of Physical Culture; Head of Kelly House.
Mt. Holyoke College, 1887-90; Anderson Normal School, 1894-6; Baron Posse Summer School, Boston, 1895; Assistant, Chautauqua School of Physical Education, 1896; Teacher of Gymnastics and Physiology, the Misses Mackie School, Newburgh, N.Y., 1896-8; Emerson's Summer School, 1897; Instructor in Physical Culture, University of Chicago, 1898-1909; Dean of Women and Lecturer, School of Physical Education, Yale University, Summers, 1905, 1906, 1907; Assistant Professor of Physical Culture, University of Chicago, 1909—; Head of Kelly House, *ibid.*, 1909—.
- FRANK NUGENT FREEMAN, Ph.D.**, Assistant Professor of Educational Psychology.
A.B., Wesleyan University, 1904; Master in Cloyne School, Newport, R.I., 1905; A.M., Yale University, 1906; Assistant in Psychology, *ibid.*, 1906-8; Acting Professor of Psychology and Education, Washington College, Md., 1907; Ph.D., Yale University, 1908; Travelling Fellow in Psychology, *ibid.*, and Student in the Universities of Würzburg and Leipzig, 1908-9; Instructor in Educational Psychology, University of Chicago, 1909-13; Assistant Professor, *ibid.*, 1913—.
- ERRETT GATES, Ph.D.**, Assistant Professor of Church History (the Disciples' Divinity House).
A.B., Ohio Normal University, 1887; Divinity Student, Union Theological Seminary, 1891-4; Pastor, Grand Rapids, Mich., 1894-7; Pastor, Hyde Park, Chicago, 1897-1900; A.B., University of Chicago, 1899; D.B., *ibid.*, 1900; Ph.D., *ibid.*, 1902; Assistant in Church History (Disciples' Divinity House), *ibid.*, 1902-10; Assistant Professor in the Disciples' Divinity House, *ibid.*, 1910—; Student, University of Berlin, 1910-11; Instructor in History, University of Chicago, 1911—.
- CHARLES GOETTSCH, Ph.D.**, Assistant Professor of German.
A.B., University of Chicago, 1901; Graduate Student, *ibid.*, 1901-06; Fellow in German, *ibid.*, 1902-4; Assistant in German, *ibid.*, 1903-5; Associate, *ibid.*, 1905-7; Ph.D., *ibid.*, 1906; Instructor, *ibid.*, 1907-10; Assistant Professor, *ibid.*, 1910—.
- WILLARD CLARK GORE, Ph.D.**, Assistant Professor of Psychology, the College of Education.
Ph.B., University of Michigan, 1894; Assistant in English, *ibid.*, 1894-6; Ph.M., *ibid.*, 1895; Principal, High School, Riverside, Ill., 1896-9; Professor of English Literature, Armour Institute of Technology, 1899-1900; Fellow in Philosophy, University of Chicago, 1900-1; Ph.D., *ibid.*, 1901; Instructor in Psychology, Chicago Normal School, 1901-2; Assistant Professor of Psychology, University of Chicago, 1902—.
- CHESTER NATHAN GOULD, Ph.D.**, Assistant Professor of German and Scandinavian Literature.
A.B., University of Minnesota, 1896; Instructor in Rhetoric, *ibid.*, 1899-1900; A.M., *ibid.*, 1900; Fellow in German, University of Chicago, 1901-2; Instructor in German, Purdue University, 1902-3; Instructor in German, Dartmouth College, 1904-8; Ph.D., University of Chicago, 1907; Instructor in German and Scandinavian Literature, *ibid.*, 1908-11; Assistant Professor, *ibid.*, 1911—; Vice-president, Society for the Advancement of Scandinavian Study, 1913—.
- HANS ERNST GRONOW, Ph.D.**, Assistant Professor of German.
Instructor in Modern Languages, Racine College, 1899-1900; Instructor in German, Harvard School, Chicago, 1901-5; Ph.B., University of Chicago, 1905; Fellow in German, *ibid.*, 1905-6; Assistant in German, *ibid.*, 1905-6; Associate, *ibid.*, 1906-8; Student, University of Marburg, Summer, 1907; Student, University of Berlin, Summer, 1908; Ph.D., University of Chicago, 1908; Instructor in German, *ibid.*, 1909-14; Assistant Professor, *ibid.*, 1914—.
- *WALTON HALE HAMILTON, Ph.D.**, Assistant Professor of Political Economy.
B.A., University of Texas, 1907; Ph.D., University of Michigan, 1913; Fellow-elect in Political Economy, University of Texas, 1907-8; Instructor in Latin, Temple, Tex., High School, 1907-8; Principal, Beiton, Tex., High School, 1908-9; Instructor in Mediaeval

* Resigned.

History, University of Texas, 1909-10; Instructor in Political Economy, University of Michigan, 1910-13; Assistant Professor of Political Economy, *ibid.*, 1913-14; Assistant Professor of Political Economy, University of Chicago, 1914—.

SAMUEL NORTHRUP HARPER, A.B., Assistant Professor of Russian Language and Institutions.

A.B., University of Chicago, 1902; Diplômé de l'École des Langues Orientales Vivantes, Paris, 1905; Associate in Russian, University of Chicago, 1905-9; Fellow in Political Science, Columbia University, 1909-10; Lecturer in Russian Institutional History, University of Liverpool, England, 1911-13; Assistant Professor of Russian Language and Institutions, University of Chicago, 1915—.

NORMAN MACLEOD HARRIS, M.B., Assistant Professor of Bacteriology.

M.B., University of Toronto, 1894; M.R.C.S., England, and L.R.C.P., London, 1896; Demonstrator of Bacteriology, University of Toronto, 1896-7; Assistant in Pathology, Johns Hopkins University, 1897-8; Instructor in Bacteriology, *ibid.*, 1898-1900; Associate in Bacteriology, *ibid.*, 1900-1903; Student, University of Berlin, 1901; Instructor in Bacteriology, University of Chicago, 1903-7; Assistant Professor, *ibid.*, 1907—.

JAMES ROOT HULBERT, Ph.D., Assistant Professor of English.

A.B., University of Chicago, 1907; Assistant in English, *ibid.*, 1907-11; Ph.D., *ibid.*, 1912; Instructor in English, *ibid.*, 1911-15; Assistant Professor, *ibid.*, 1915—.

CARL FREDERICK HUTH, JR., A.M., Assistant Professor of History.

A.B., University of Wisconsin, 1904; A.M., *ibid.*, 1906; Scholar and Fellow, University of Wisconsin, 1904-6; University and Schiff Fellow, Columbia University, 1906-8; Instructor in History, Syracuse University, 1908-9; Lecturer in History, Columbia University, 1909-10; Instructor in History, University of Chicago, 1910-14; Assistant Professor, *ibid.*, 1914—.

MARCUS WILSON JERNEGAN, Ph.D., Assistant Professor of History.

A.B., Brown University, 1896; Graduate Student, *ibid.*, 1896-8; A.M., *ibid.*, 1898; Instructor in History, Providence, R.I., High School, 1897-8; Principal, Edgartown, Mass., High School, 1899-1901; Fellow in History, University of Chicago, 1901-4; Assistant, *ibid.*, 1902-4; Instructor in History, University High School, *ibid.*, 1903-6; Ph.D., *ibid.*, 1906; Student, London School of Economics and Political Science, 1907; Assistant, Carnegie Institution of Washington, Department of Historical Research, 1907-8; Instructor in History, University of Chicago, 1908-12; Assistant Professor, *ibid.*, 1912—.

THOMAS ALBERT KNOTT, Ph.D., Assistant Professor of English.

A.B., Northwestern University, 1902; Teacher of English, Northwestern Academy, 1901-2; English and History, High School, Coshocton, O., 1902-3; Assistant in English, Bradley Polytechnic Institute, 1903-5; Tutor in English Language, Northwestern University, 1905-6; Graduate Student, University of Chicago, 1905-6; Fellow in English, *ibid.*, 1906-7; Instructor in Literature and Rhetoric, State Normal School, Stevens Point, Wis., March-June, 1907; Associate in English, University of Chicago, 1907-9; Graduate Student, Harvard University, February-June, 1909; Instructor in English, University of Chicago, 1909-12; Ph.D., *ibid.*, 1912; Assistant Professor of English, *ibid.*, 1912—.

FRED CONRAD KOCH, Ph.D., Assistant Professor of Physiological Chemistry.

S.B., University of Illinois, 1899; S.M., *ibid.*, 1900; Instructor in Chemistry, *ibid.*, 1900-2; Technical Research Chemist, Union Stock Yards, Chicago, 1902-9; Fellow in Physiological Chemistry, University of Chicago, 1909; Assistant in Physiological Chemistry, *ibid.*, 1910-12; Instructor in Physiological Chemistry, *ibid.*, 1912-13; Assistant Professor, *ibid.*, 1913—.

PRESTON KYES, A.M., M.D., Assistant Professor of Preventive Medicine.

A.B., Bowdoin College, 1896; A.M., *ibid.*, 1900; M.D., Johns Hopkins University, 1900; Graduate Student, Harvard University, 1898; Fellow in the Rockefeller Institute for Medical Research, 1902-5; Associate in Anatomy, University of Chicago, 1901-2; Instructor, *ibid.*, 1902-4; Assistant Professor, *ibid.*, 1904-6; Assistant Professor of Experimental Pathology, *ibid.*, 1906-12; Assistant Professor of Preventive Medicine, *ibid.*, 1912—.

DAVID JUDSON LINGLE, Ph.D., Assistant Professor of Physiology.

S.B., University of Chicago, 1896; Assistant in Science, Beloit College, 1896-7; Graduate Student, Johns Hopkins University, 1897-9; Assistant Professor of Biology, Tulane University, 1899-90; Graduate Student, Johns Hopkins University, 1890-1; Fellow in Biology, *ibid.*, 1891-2; Ph.D., *ibid.*, 1892; Reader in Biology, University of Chicago, 1892-3; Assistant in Physiology, *ibid.*, 1893-4; Instructor, *ibid.*, 1894-1904; Assistant Professor, *ibid.*, 1904—.

DANIEL DAVID LUCKENBILL, Ph.D., Assistant Professor of the Semitic Languages and Literatures.

A.B., University of Pennsylvania, 1903; Graduate Student, *ibid.*, 1903-6; Graduate Student, University of Berlin, Summer Semester, 1905; Graduate Student, University of Chicago, 1906-7; Ph.D., *ibid.*, 1907; Associate in Semitics, *ibid.*, 1907-9; Member of the American School for Oriental Study and Research, Jerusalem, Syria, 1908-9; Instructor in Semitics, University of Chicago, 1909-15; Assistant Professor, *ibid.*, 1915—.

ARNO BENEDICT LUCKHARDT, Ph.D., M.D., Assistant Professor of Physiology.
S.B., University of Chicago, 1906; Graduate Student, *ibid.*, 1906—; Fellow in Physiology, *ibid.*, 1907-8; S.M., *ibid.*, 1908; Assistant in Bacteriology, *ibid.*, 1908-9; Assistant in Physiology, *ibid.*, 1909-11; Ph.D., *ibid.*, 1911; Associate in Physiology, *ibid.*, 1911-12; M.D., Rush Medical College, 1912; Instructor in Physiology, University of Chicago, 1912-14; Assistant Professor, *ibid.*, 1914—.

ARTHUR CONSTANT LUNN, Ph.D., Assistant Professor of Applied Mathematics.
A.B., Lawrence University, 1898; A.M., University of Chicago, 1900; Graduate Student, *ibid.*, 1898-9; Fellow in Astronomy, *ibid.*, 1899-1901; Assistant, *ibid.*, Summers, 1900, 1901; Ph.D., *ibid.*, 1904; Instructor in Mathematics and Astronomy, Wesleyan University, Conn., 1901-2; Associate in Applied Mathematics, University of Chicago, 1902-3; Instructor, University High School, *ibid.*, 1903-4; Instructor in Applied Mathematics, *ibid.*, 1904-10; Assistant Professor, *ibid.*, 1910—.

WILLIAM DUNCAN MACMILLAN, Ph.D., Assistant Professor of Astronomy.
A.M., University of Chicago, 1906; Fellow in Astronomy, *ibid.*, 1906-7; Research Assistant in Geology, *ibid.*, 1907-8; Associate in Mathematics and Astronomy, *ibid.*, 1908-9; Ph.D., *ibid.*, 1908; Instructor in Astronomy, *ibid.*, 1909-12; Assistant Professor, *ibid.*, 1912—.

JOHN JACOB MEYER, Ph.D., Assistant Professor of German.
Graduate, Concordia College, Fort Wayne, Ind., 1891; Graduate, Concordia (Theological) Seminary, St. Louis, Mo., 1894; Graduate Student, University of Chicago, 1898-1900; Fellow, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Assistant in Sanskrit, *ibid.*, 1900-2; Associate, *ibid.*, 1902-3; Instructor in German, *ibid.*, 1903-10; Assistant Professor, *ibid.*, 1910—.

HAROLD GLENN MOULTON, Ph.B., Ph.D., Assistant Professor of Political Economy.

Ph.B., University of Chicago, 1907; Instructor in Evanston Academy, 1908-9; Fellow in Political Economy, University of Chicago, 1909-10; Traveling Fellow in Political Economy, *ibid.*, 1910; Assistant in Political Economy, *ibid.*, 1910-11; Instructor, *ibid.*, 1911-14; Ph.D., *ibid.*, 1914; Assistant Professor, *ibid.*, 1914—.

THEODORE LEE NEFF, Ph.D., Assistant Professor of French.

Ph.B., De Pauw University, 1883; A.M., *ibid.*, 1886; Student in France and Germany, 1884-6; Instructor and Associate Professor of Modern Languages, De Pauw University, 1886-90; Instructor and Assistant Professor of Modern Languages, State University of Iowa, 1890-4; Graduate Student in Romance Languages, University of Chicago, 1898-6; Senior Fellow, *ibid.*, 1894-6; Ph.D., *ibid.*, 1896; Associate in Romance Languages, *ibid.*, 1896-7; Instructor, *ibid.*, 1897-1908; in Europe, 1899-1900; Assistant Professor of French, University of Chicago, 1908—; Studying in Paris, 1911-12.

BERTRAM GRIFFITH NELSON, A.B., Assistant Professor of Public Speaking.

A.B., University of Chicago, 1902; Assistant in Public Speaking, *ibid.*, 1902-3; Associate, *ibid.*, 1905-9; Associate in Public Speaking, University High School, *ibid.*, 1907-9; Instructor in Public Speaking, University of Chicago, 1909-13; Assistant Professor, *ibid.*, 1913—.

ADOLF CARL VON NOÉ, Ph.D., Assistant Professor of German Literature.

Abiturientenexamen, Imperial Gymnasium, Graz, Austria, 1893; Student, University of Graz, 1893-4; Assistant, *ibid.*, 1895-7; Student, University of Göttingen, 1897-9; Graduate Student, University of Chicago, 1900; A.B., *ibid.*, 1900; Instructor in German and French, and University Extension Reader, Burlington, Ia., Institute, 1900-1; Instructor in German, Leland Stanford Junior University, 1901-3; Fellow in German, University of Chicago, 1903-4; Assistant in German, *ibid.*, 1904-5; Ph.D., *ibid.*, 1905; Instructor in German, *ibid.*, 1905-10; Assistant Professor, *ibid.*, 1910.

HERMAN ENZLA OLIPHANT, A.B., J.D., Assistant Professor of Business Law; Lecturer in Law School.

A.B., Indiana University, 1909; J.D., University of Chicago, 1914; Instructor in Marion Normal College, 1909-11; Instructor, University of Chicago, 1914—; Lecturer on Bankruptcy, *ibid.*, 1914—; Lecturer on Public Service Companies and Briefmaking, 1915—.

JOHN ADELBERT PARKHURST, S.M., Assistant Professor of Practical Astronomy.

S.B., Rose Polytechnic Institute, 1886; Instructor in Mathematics, *ibid.*, 1886-8; S.M., *ibid.*, 1891; A.B. (hon.), Wheaton College, 1906; Astronomer, Private Observatory, Marengo, Ill., 1892-9; Volunteer Research Assistant, the Yerkes Observatory, University of Chicago, 1898, 1900; Assistant, *ibid.*, 1901-3; Carnegie Investigator in Stellar Photometry, *ibid.*, 1903-5; Instructor in Practical Astronomy, *ibid.*, 1905-12; Assistant Professor, *ibid.*, 1912—.

ROBERT RETZER, M.D., Assistant Professor of Anatomy.

M.D., University of Leipzig, 1904; Graduate Student and Clinical Assistant, Brompton Hospital, London, 1904; Fellow in Physiology, Johns Hopkins University, 1905; Assistant, Instructor, Associate in Anatomy, *ibid.*, 1905-9; Assistant Professor of Anatomy, University of Minnesota, 1909-11; Assistant Professor of Anatomy, University of Chicago, 1911-.

HERMANN IRVING SCHLESINGER, Ph.D., Assistant Professor of Chemistry.

S.B., University of Chicago, 1903; Ph.D., *ibid.*, 1905; University of Berlin, 1905-6; University of Strassburg, 1906-7; Assistant in Physiological Chemistry, Johns Hopkins University, 1907; Associate in Chemistry, University of Chicago, 1907-10; Instructor, *ibid.*, 1910-11; Assistant Professor, *ibid.*, 1911-.

MARTIN SPRENGLING, A. B., Assistant Professor of Semitic Languages and Literatures.

A.B., Northwestern College, Watertown, Wis., 1894; Graduate of Evangelical Lutheran Theological Seminary, Milwaukee, Wis., 1898; preacher, Woodbury, Minn., 1898-1901; Stillwater, Minn., 1901-5; Graduate student, University of Chicago, 1905-8; Fellow in New Testament, *ibid.*, 1908-10; Professor of Classical Languages and Literatures, Northwestern College, Watertown, Wis., 1910-12; Instructor of Semitic Languages and Literatures, Harvard University, 1912-15; Assistant Professor of Semitic Languages and Literatures, University of Chicago, 1915-.

ALICE TEMPLE, Ed.B., Assistant Professor of Kindergarten Education, the College of Education.

Diploma, Chicago Free Kindergarten Association, 1887; Critic Teacher, *ibid.*, 1887-90; Assistant Superintendent, *ibid.*, 1891-4; Critic Teacher, *ibid.*, 1894-9; Acting Principal, *ibid.*, 1899-1901; Principal, *ibid.*, 1901-4; Ed.B., University of Chicago, 1906; Instructor, Chicago Kindergarten Institute, 1907-10; Head of Department of Kindergarten Education, Chautauqua, N.Y., Summer Schools, 1909; Instructor in Kindergarten Education, College of Education, University of Chicago, 1909-14; First Vice-President, International Kindergarten Union, 1911-13; Assistant Professor of Kindergarten Education, University of Chicago, 1914-.

ROLLA MILTON TRYON, A.M., Assistant Professor of the Teaching of History, the College of Education.

Graduate, Indiana State Normal School, 1902; A.B., Indiana University, 1907; A.M., *ibid.*, 1912; History Teacher, Vincennes, Indiana, High School, 1907-8; Principal, High School, Madison, Ind., 1908-9; Superintendent, City Schools, Madison, Ind., 1909-11; Critic Teacher in High-School History, Indiana University, 1911-12; Fellow in Education, University of Chicago, 1912-13; Instructor, *ibid.*, 1913-15; Assistant Professor, *ibid.*, 1915-.

GERTRUDE VAN HOESEN, Ph.B., Assistant Professor of Household Art, the College of Education.

Diploma, Cook County Normal School, 1890; Critic Teacher, Pawtucket Training School, 1891; Kindergarten Diploma, Froebel Institute, Providence, R.I., 1893; Assistant Principal, Froebel Institute, Los Angeles, Cal., 1894-5; Critic Teacher, Chicago Normal School, 1895-1900; Critic Teacher, Chicago Institute, 1901-2; Critic Teacher, School of Education, 1902-7; Instructor in Metal Work, School of Education, 1907-10; Student, Alexander Fisher, London, Eng., 1909; Instructor in Household Art, College of Education, University of Chicago, 1910-13; Ph.B., University of Chicago, 1912; Assistant Professor of Household Art, *ibid.*, 1913-.

CURTIS HOWE WALKER, Ph.D., Assistant Professor of History.

A.B., Yale University, 1899; Graduate Student, *ibid.*, 1899-1903; Instructor, Amherst College, 1903-4; Graduate Student, Yale University, 1904-6; Ph.D., *ibid.*, 1908; Instructor in History, *ibid.*, 1908-9; Instructor in History, University of Chicago, 1909-11; Assistant Professor, *ibid.*, 1911-.

JOSEPHINE ESTABROOK YOUNG, M.D., Assistant Professor of Medicine in Rush Medical College; Medical Adviser for Women.

Northwestern University Medical Preparatory Course, 1890-92; M.D., Northwestern University Women's Medical School, 1896; Interne, Cook County Hospital, 1896-97; Assistant Professor, Northwestern University Women's Medical School, 1897-1900; Medical Inspector, Chicago Public Schools, 1900-11; Instructor in Gynecology, College of Medicine, University of Illinois, 1900-3; Assistant Professor of Pediatrics and later in Neurology, Rush Medical College, 1904-13; Assistant Professor of Medicine, *ibid.*, 1913-; Medical Director, University Elementary and High Schools, 1913-; Instructor in Hygiene, University High School, 1913-; Medical Adviser for Women, University of Chicago, 1913-.

FRANCIS HARRY ABBOTT, A.B., A.M., Instructor in French.

A.B., A.M., University of Virginia, 1898; Assistant in French and English, *ibid.*, 1898-99; Student of Modern Languages in Göttingen and Leipzig, 1899-1902; Master, Marion

Military Institute, 1902-4; Assistant Professor of English, Virginia Polytechnic Institute, 1904-10; Master, the Gilman Country School, Baltimore, 1910-14; Student of Romance Languages, Johns Hopkins University, 1914-15; Instructor in French, University of Chicago, 1915—.

HAROLD S. ADAMS, A.B., Instructor in Physiological Chemistry.

A.B., Williams College, 1911; Assistant in Chemistry, Massachusetts Agricultural College, 1911-12; Fellow, University of Chicago, 1913-14; Associate in Physiological Chemistry, *ibid.*, 1914-15; Instructor, *ibid.*, 1915—.

EVELYN MAY ALBRIGHT, A.M., Instructor in English.

A.B., Ohio Wesleyan University, 1898; A.M., *ibid.*, 1900; Instructor in English, *ibid.*, 1900-10; Assistant Professor in English, *ibid.*, 1910-11; Graduate Student in English, University of Chicago, Summer Quarters, 1907-11; Student, *ibid.*, 1911—; Associate in English, *ibid.*, 1913-15; Instructor in English, *ibid.*, 1915—.

BERNICE ALLEN, Ed.B., Instructor in Home Economics.

Ed.B. and S.B., University of Chicago, 1909; Head of Household Technology, Technical High School, Springfield, Mass., 1909-13; Graduate Student in Chemistry, Columbia University, 1913; Graduate Student in Home Economics, University of Chicago, 1913; Instructor in Home Economics, *ibid.*, 1913—.

FREDERICK DENNISON BRAMBALL, Ph.B., Instructor in Political Science.

Ph.B., University of Chicago, 1902; Graduate Student, *ibid.*, 1903-7; Fellow in Political Science, *ibid.*, 1903-4, 1904-5; Legislative Reference Librarian, New York State Library, 1907-8; Instructor in Political Science, University of Chicago, 1908—.

B. WARREN BROWN, A.B., Instructor in Sociology.

A.B., Beloit College, 1907; Instructor in Economics, Fargo College, 1910; Professor, *ibid.*, 1911; Dean, *ibid.*, 1912-14; Research Assistant International Prison Committee, 1914-15; Instructor in Sociology, University of Chicago, 1915—.

JOHN BENNET CANNING, Ph.B., Instructor in Political Economy in the College of Commerce and Administration.

Ph.B., University of Chicago, 1913; Special Assistant in Political Economy, *ibid.*, 1914; Assistant in Political Economy, *ibid.*, 1914-15; Instructor in Political Economy, *ibid.*, 1915—.

JOHN BEACH CRAGUN, A.B., Instructor in Music, the College of Education.

Graduate, Oberlin College, 1907; Instructor in Music, Spearfish, S.D., State Normal School, 1907-8; Student, Stern's Conservatory, Berlin, 1908-9; Supervisor of Music, Kingman, Kan., 1909-11; Superintendent of Schools, Conway Springs, Kan., 1912-13; Instructor in Music, College of Education, University of Chicago, 1913—.

LILLIAN SOPHIA CUSHMAN, Ph.B., Instructor in Art, the College of Education.

Art Students' League, New York, Pupil of Kenyon Cox, William Chase, George DeForest Brush, 1887-9; Art Institute, Chicago, 1889-91; Pupil of Arthur W. Dow; Instructor in Drawing, Art Institute, 1891; Art Instructor, Kemper Hall, Kenosha, 1893; Ferry Hall, Lake Forest University, 1894-7; Laboratory School, University of Chicago, 1897-1903; Instructor in Art, College of Education, *ibid.*, 1903—; Supervisor of Art in Grammar and High Schools, Highland Park, 1897-1902; Secretary of Drawing, Teachers' Section, National Education Association, 1903; Vice-President, Western Drawing and Manual-Training Association, 1906; Ph.B., University of Chicago, 1909; President, Western Drawing and Manual Training Association, 1910.

CARSON S. DUNCAN, Ph.D., Instructor in Commercial Organization.

B.A., Wabash College, 1901; Fellow in English, *ibid.*, 1902; Teacher, High School, Warsaw, Ind., 1903; Teacher, Winona Boys' School, Winona Lake, Ind., 1904; A.M., Columbia University, 1905; Assistant Professor in English, Ohio State University, 1906-14; Ph.D., University of Chicago, 1913; Instructor in Commercial Organization, *ibid.*, 1915—.

JAY DUNNE, A.B., Instructor in Accounting.

A.B., University of Michigan; Assistant in Accounting, University of Chicago, 1913-14; Instructor, *ibid.*, 1914—.

ELLSWORTH FARIS, Ph.D., Instructor in Psychology.

S.B., Texas Christian University, 1894; Principal of Academy, *ibid.*, 1894-5; Graduate Student, University of Chicago, 1901-2, 1906, 1911-13; A.M., Texas Christian University, 1906; Professor of Philosophy and Psychology, *ibid.*, 1906-11; Fellow in Philosophy, University of Chicago, 1912-13; Assistant in Psychology, *ibid.*, 1913; Instructor in Philosophy, *ibid.*, Summer, 1913; Assistant Professor of Philosophy, State University of Iowa, 1913-14; Ph.D., University of Chicago, 1914; Instructor in Psychology, *ibid.*, 1914—.

CLARA MAY FEENEY, A.B., B.S., Instructor in Home Economics and Household Art.

Diploma, Ohio State Normal College, 1907; A.B., Miami University, 1908; Laboratory Assistant in Zoology, 1908; Teacher, Public Schools, Ashtabula, Ohio, 1908-10; B.S. and Diploma in Teaching Domestic Science, Teachers College, Columbia University, 1911; Instructor, Stout Institute, 1912; Graduate Student in Nutrition, Columbia University, Summer, 1912; Instructor, Western College for Women, 1913; Instructor in Home Economics and Household Art, University of Chicago, 1913-.

GEORGE DAMON FULLER, Ph.D., Instructor in Ecology.

A.B., McGill University, 1901; Assistant in Botany, *ibid.*, 1901-2; McGill Scholarship, Marine Biological Laboratory, Woods Hole, Mass., 1901-2; Supervisor, Macdonald Rural School Gardens, Quebec, 1902-4; Associate in Botany, University High School, 1907-9; Instructor in Plant Ecology, Biological Laboratory, Brooklyn Institute of Arts and Sciences, Cold Spring Harbor, L.I., Summer, 1908; Acting Professor of Biology, Illinois State Normal University, Spring, 1909; Assistant in Ecology, University of Chicago, 1909-13; S.M., *ibid.*, 1912; Ph.D., *ibid.*, 1913; Instructor in Ecology, *ibid.*, 1913-.

JOHN WILLIAM EDWARD GLATTFELD, Ph.D., Research Instructor in Chemistry.

S.B., Dartmouth College, 1907; S.M., *ibid.*, 1909; Ph.D., University of Chicago, 1913; Instructor in Chemistry, Dartmouth, 1909-10; Fellow in Chemistry, University of Chicago, 1910-13; Research Instructor in Chemistry, *ibid.*, 1913-.

CARL HENRY GRABO, Ph.B., Instructor in English.

Ph.B., University of Chicago, 1908; Assistant in English, *ibid.*, 1907-8; Associate, *ibid.*, 1908-10; Assistant Editor of the *Chautauquan*, 1904-10; Instructor in English, University of Chicago, 1910-.

WILLIAM SCOTT GRAY, S.B., M.A., Instructor in Education.

Principal of Training School, Illinois State Normal University, 1910-12; S.B., University of Chicago, 1913; M.A., Columbia University, 1914; Assistant in Education, University of Chicago, 1914-15; Instructor in Education, *ibid.*, 1915-.

STUART McCUNE HAMILTON, A.B., Instructor in Political Economy.

A.B., University of Michigan, 1909; Graduate Student, *ibid.*, 1909-11; Instructor in Political Economy, *ibid.*, 1911-13; Student in Vienna, 1913-14; Instructor in Political Economy, University of Chicago, 1914-.

AGNES KEITH HANNA, Instructor in Home Economics and Household Art.

Student, Pratt Institute, 1901-3; Instructor, Simmons College, 1903-8; Student, Teachers College, Columbia University, and School of Philanthropy, 1908-9; Instructor, University College, University of Chicago, and Student, 1910-12; Instructor in Home Economics and Household Art, *ibid.*, 1912-.

ANDREW EDWARD HARVEY, Ph.D., Instructor in History.

A.B., Princeton University, 1898; D.B., Union Theological Seminary, 1901; Ph.D., Marburg University, Germany, 1906; Instructor in European History, Leland Stanford Junior University, 1907-8; Assistant Instructor, University of Chicago, January-October, 1909; Instructor in History, *ibid.*, October, 1909-.

JOSEPH WANTON HAYES, Ph.D., Instructor in Psychology.

A.B., Amherst College, 1908; Graduate Student, University of Chicago, 1904-10; Fellow in Psychology, *ibid.*, 1906-9; Associate in Psychology, *ibid.*, 1909-11; Ph.D., *ibid.*, 1911; Instructor, *ibid.*, 1911-.

OSCAR FRED HEDENBURG, A.M., Ph.D. Research Instructor in Chemistry.

A.B., Wesleyan University, 1909; A.M., *ibid.*, 1911; Assistant in Chemistry, *ibid.*, 1909-11; Research Instructor in Chemistry, University of Chicago, 1913-; Ph.D. *ibid.*, 1915-.

PAUL GUSTAV HEINEMANN, Ph.D., Instructor in Bacteriology.

S.B., University of Chicago, 1904; Fellow in Bacteriology, *ibid.*, 1905-6; Assistant in Bacteriology, *ibid.*, 1906; Ph.D., *ibid.*, 1907; Associate in Bacteriology, *ibid.*, 1910-12; Instructor, *ibid.*, 1912-.

EDWIN FREDERICK HIRSH, A.M., Instructor in Pathology.

A.B., Northwestern University, 1910; A.M., University of Illinois, 1911; Graduate Student, University of Chicago, 1911-12; Fellow, *ibid.*, 1912-13; Associate in Pathology, *ibid.*, 1913-14; Ph.D., *ibid.*, 1914; Instructor, *ibid.*, 1914-.

ANTOINETTE HOLLISTER, Ph.B., Instructor in Clay Modeling, the College of Education.

Student, Art Institute, Chicago; pupil of M. Rodin, and M. Injalbert, Paris, 1899-1900, 1906-7; Exhibited in Salon, Paris, 1907; Assistant in Clay Modeling, the College of Education, University of Chicago, 1901-3; Instructor, *ibid.*, 1908-; Ph.B., University of Chicago, 1911.

HARRIET FAY HOLMES, A.B., Special Instructor in Pathological Technique.

A.B., Vassar College, 1895; Graduate Student, University of Chicago, 1897—; Special Instructor in Pathological Technique, *ibid.*, 1910—; Assistant in the Otto S. A. Sprague Memorial Institute.

RALPH EMERSON HOUSE, Ph.D., Instructor in Romance Languages.

B.L., University of Missouri, 1900; A.M., *ibid.*, 1900; Professor of Latin and Modern Languages, Territorial Normal School of Oklahoma, 1900-1904; Student, Paris, 1902-3; Professor of Modern Languages, University of Utah, 1904-6; Instructor in Romance Languages, University of Chicago, 1906—; Ph.D., *ibid.*, 1906.

FRANCES BEATRICE HUNTER, B.S. in Education, Instructor in Household Arts.

Diploma, New York Training School for Teachers, 1908; Instructor, New York City Public Schools, 1908-13; Instructor in Basketry, New York City Public Vacation Schools, 1907, 1912, 1913; B.S. in Education and Bachelor's Diploma in Domestic Art, Teachers College, Columbia University, 1913; Assistant in Textiles, Teachers College, Columbia University, 1912-13; Instructor in Sewing and Dressmaking, evening classes, Speyer School, Columbia University, 1912-13; Instructor in Domestic Art and Fine Arts, Iowa State College, 1913-14; Instructor in Household Arts, University of Chicago, 1914—.

WELLINGTON DOWNING JONES, Ph.D., Instructor in Geography.

S.B., University of Chicago, 1907; Fellow in Geography, *ibid.*, 1908; Assistant in Geography, *ibid.*, 1908-11; With Geological Commission (Estudios Hidrológicos de Obras Publicas) of Argentina, 1911-12; Student at Heidelberg, 1913; Ph.D., University of Chicago, 1914; Instructor in Geography, *ibid.*, 1914—.

HARRY DEXTER KITSON, Ph.D., Instructor in Psychology.

A.B., Hiram College, 1909; Assistant in Psychology, University of Minnesota, 1912-13; A.M., *ibid.*, 1913; Fellow in Psychology, University of Chicago, 1913-14; Associate in Psychology, *ibid.*, 1914-15; Ph.D., *ibid.*, 1915; Instructor in Psychology, *ibid.*, 1915.

LEE IRVING KNIGHT, A.B., Instructor in Botany.

A.B., University of Illinois, 1902; Graduate Student, University of Chicago, 1902-3; Principal, High School, Washington, Ill., 1903-5; Superintendent of Schools, *ibid.*, 1905-7; Graduate Student, University of Chicago, 1907-8; Assistant in Botany, University of Illinois, 1908-9; Botany and Forestry, Clemson College, 1909-10; Assistant in Botany, University of Chicago, 1910-13; Ph.D., University of Chicago, 1913; Instructor in Botany, *ibid.*, 1913—.

ELIZABETH EUPHROSYNE LANGLEY, Instructor in Manual Training.

Director of Manual Training, Harvard School, 1897-99; Director of Handwork, Lincoln Center, 1899-1909; Director of Handwork in Chicago Hospital School, 1899-1901; Diploma, Nasse Sloydlarare-Seminarium, Sweden, 1900; Inspecting methods of Manual Training in London, Brussels, Copenhagen, Gothenburg, and at Paris Exposition, 1900; United States delegate to International Congress, London, 1908; Visiting schools of Germany, 1910; President, Chicago Arts and Crafts Society, 1909-13; Instructor in Manual Training, University of Chicago, 1901—.

MARY JEAN LANIER, S.B., Instructor in Geography; Head of Beecher House.

S.B., University of Chicago, 1909; Instructor in Geography, Toledo University, 1909-10; Assistant in Geography, University of Chicago, 1910-12; Instructor in Geography, *ibid.*, 1913—; Head of Beecher House, 1910—.

OLIVER JUSTIN LEE, Ph.D., Instructor in Astronomy.

A.B., University of Minnesota, 1907; S.M., University of Chicago, 1911; Ph.D., *ibid.*, 1913; Computer at Yerkes Observatory, 1907-10, 1912-13; Fellow in Astronomy, *ibid.*, 1910-12; Lecturer in Astronomy, University of Minnesota Summer School, 1908, 1909; Instructor in Astronomy at the Yerkes Observatory, 1914—.

HARVEY BRACE LEMON, Ph.D., Instructor in Physics.

A.B., University of Chicago, 1906; Volunteer Research Assistant, Yerkes Observatory, Summers, 1905, 1906, 1908; Assistant in Astronomy and Instructor in Mechanical Drawing, Beloit College, 1907-8; Student, University of Chicago, 1908-11; Fellow in Physics, *ibid.*, 1909-11; S.M., *ibid.*, 1911; Assistant in Physics, *ibid.*, 1911-12; Ph.D., *ibid.*, 1912; Instructor in Physics, *ibid.*, 1912—.

NANCY HILL McNEAL, Ph.B., Instructor in Household Arts.

Graduate, Bourbon Female College, Paris, Ky., 1905; Graduate, Western Kentucky State Normal School, 1906; Principal, Public Schools, Greensburg, Ky., 1906-9; Burkesville, Ky., 1909-10; St. Petersburg, Fla., 1910-13; Student, Teachers College, Columbia University, 1912; Student, University of Chicago, 1910, 1913—; Certificate, *ibid.*, 1914; Ph.B., *ibid.*, 1915; Instructor in Household Arts, *ibid.*, 1914—.

KATHARINE MARTIN, Instructor in Kindergarten Education, the College of Education.

Diploma, Chicago Free Kindergarten Association, 1898; Critic Teacher, *ibid.*, 1898-1906; Director, Forrestville School Kindergarten, Chicago, 1900-10; Critic Teacher, Kindergarten Department, School of Education, University of Chicago, 1906-10; Instructor in Kindergarten, Chautauqua, N.Y., Summer Schools, 1909; Instructor in Kindergarten Education, College of Education, University of Chicago, 1910-; Student, Teachers College, Columbia University, Winter, 1911.

FRED MERRIFIELD, A.B., D.B., Instructor in New Testament History and Interpretation.

A.B., University of Chicago, 1898; D.B., *ibid.*, 1901; Instructor in New Testament History and Interpretation, *ibid.*, 1911-.

ETHELWYN MILLER, Instructor in Household Art.

A.B., Franklin College, 1894; Teacher of Latin, Greensburg High School, 1900-3; S.B., Columbia University, 1906; Fine Arts Diploma, Teachers College, 1906; Art Supervisor, Horace Mann School, 1906-10; Assistant Professor of Art, Miami University, 1910-14; Instructor in Household Art, University of Chicago, 1914-.

PETER GEORGE MODE, A.M., Th.B., Ph.D., Instructor in Church History.

A.B., McMaster University, Toronto, 1897; A.M., *ibid.*, 1898; Th.B., *ibid.*, 1899; Pastor, First Baptist Church, Yarmouth, N.S., 1899-1902; First Baptist Church, Woodstock, Ontario, 1902-5; Student in Free Church College, Glasgow, and University of Oxford, 1905-6; Professor of History and Church History, Brandon College, Manitoba, 1905-12; Graduate Student, University of Chicago, 1912-14; Student Secretary, Divinity School, *ibid.*, 1912; Assistant in History, *ibid.*, 1913; Ph.D., *ibid.*, 1914; Instructor in Church History, *ibid.*, 1914-.

STELLA WEBSTER MORGAN, A.B., A.M., Instructor in English.

A.B., University of Illinois, 1908; Principal, Ashland, Ill., High School, 1908-4; Dean of Women, University of Southern California, 1904-5; Associate Professor of English, *ibid.*, 1904-9; Assistant in English (University College), University of Chicago, 1910-13; A.M., *ibid.*, 1910; Associate, *ibid.*, 1913-15; Instructor, *ibid.*, 1915-.

RICHARD OFFNER, Ph.D., Instructor in the History of Art.

A.B., Harvard University, 1912; Abroad pursuing studies in the History of Art, February-October, 1912; Holder of fellowship in Renaissance Studies at American Academy in Rome, 1912-14; Ph.D., University of Vienna, 1914; Instructor in the History of Art, University of Chicago, 1915-.

CLARENCE EDWARD PARMENTER, Ph.B., Instructor in Romance.

Ph.B., University of Chicago, 1910; Acting Professor of Modern Languages, Hilledale College, 1910-11; Student in the University of Grenoble, France, Summer, 1911; in Madrid, Summer, 1912; in Paris, Summer, 1914; Fellow in Romance, University of Chicago, 1911-14; Instructor in Romance, *ibid.*, 1914-.

WANDA MAY PFEIFFER, Ph.D., Instructor in Plant Pathology.

S.B., University of Chicago, 1904; Ph.D., *ibid.*, 1906; Assistant in Botany, *ibid.*, 1909-14; Instructor in Plant Pathology, *ibid.*, 1914-.

PAUL HERMAN PHILLIPSON, Ph.D., Instructor in German.

Student, German-American Teachers Seminary, 1893-7; Columbia University, 1899-1900; Western Reserve University, 1900-3; A.M., *ibid.*, 1901; Instructor in Modern Languages, Milwaukee University School, 1903-8; Graduate Student, University of Chicago, 1908-11; Assistant in German, *ibid.*, 1909-13; Ph.D., *ibid.*, 1911; Instructor, *ibid.*, 1913-.

LEMUEL CHARLES RAIFORD, Ph.D., Instructor in Chemistry.

Ph.G., Maryland College of Pharmacy, 1895; Ph.B., Brown University, 1900; A.M., *ibid.*, 1904; Ph.D., University of Chicago, 1908; Instructor in Chemistry, Brown University, 1900-1; Clemson College, 1901-2; Mississippi Agricultural and Mechanical College, 1902-6; Associate Professor and Secretary of the Faculty, *ibid.*, 1906-7; Associate in Chemistry, University of Chicago, 1907-9; Research Chemist, Agricultural Experiment Station, University of Wyoming, 1909-11; Instructor in Chemistry, University of Chicago, 1911-.

HAROLD ORDWAY RUGG, Ph.D., Instructor in Education.

S.B., Dartmouth College, 1906; C.E., Thayer School of Civil Engineering, 1909; Ph.D., University of Illinois, 1915; Instructor in Education, University of Chicago, 1915-.

‡FRANK LOUIS SCHOBELL, agrégé des lettres, Instructor in Romance Languages.

Admitted to the École Normale Supérieure, Paris, 1907; Licencié des lettres, 1909; Advanced Student at Caius College, Cambridge, England, 1910-11; Diplômé d'études supérieures, 1911; Agrégé, 1912; Instructor in Romance Languages, University of Chicago, 1913—.

ARTHUR PEARSON SCOTT, A.M., Instructor in History.

A.B., Princeton University, 1904; Instructor, Syrian Protestant College, Beirut, 1904-7; A.M., Princeton University, 1908; B.D., Chicago Theological Seminary, 1910; Graduate Student in History and Sociology, University of Chicago, 1910-13; Instructor in History, *ibid.*, 1913—.

GEORGE ELMER SHAMBAUGH, M.D., Instructor in Anatomy of the Ear, Nose, and Throat.

Ph.B., University of Iowa, 1892; M.D., University of Pennsylvania, 1895; Student, Universities of Berlin and Vienna, 1895-7; Lecturer in Otology, Chicago Polyclinic, 1898-1900; Instructor in Laryngology, Woman's Medical College, 1898-1902; Assistant in Otology, Rush Medical College, 1900-1904; Instructor, *ibid.*, 1904-7; Assistant Aurist, Presbyterian Hospital, Chicago, 1902-8; Instructor in Anatomy of the Ear, Nose, and Throat, University of Chicago, 1902—; Assistant Professor of Otology, Rush Medical College, 1907—; Aurist, Presbyterian Hospital, 1908—; Associate Professor of Otology and Laryngology, Rush Medical College, 1913—.

GEORGE WILEY SHEEBURN, A.M., Instructor in English.

A.B., Wesleyan University, 1906; A.M., *ibid.*, 1909; Instructor in English Language, Northwestern University, 1906-10; Instructor in English, Beloit College, 1910-11; Instructor in English, Wesleyan University, 1911-12; Fellow in English, University of Chicago, 1912-13; Associate in English, *ibid.*, 1913-14; Instructor in English, *ibid.*, 1914—.

FRED MEYERLE SIMONS, A.B., Instructor in College of Commerce and Administration.

A.B., Swarthmore College, 1909; Active Business, 1909-11; A.M., Swarthmore College, 1912; Andrew D. White Fellow in Economics, Cornell University, 1912-13; Tilly Institute, Berlin, Germany, Summer, 1913; Assistant in Industrial Organization, University of Chicago, 1913-15; Instructor, *ibid.*, 1915—.

EUGENE AUSTIN STEPHENSON, S.B., Instructor in Geology.

S.B., Adrian College, 1905; Instructor in High School, Marengo, Ia., 1905-7; Instructor in High School, Aurora, Ill., 1907-11; Graduate Student, University of Chicago, 1911-13; Assistant in Geology, *ibid.*, 1913-14; Instructor, *ibid.*, 1914—.

DAVID HARRISON STEVENS, Ph.D., Instructor in English.

A.B., Lawrence College, 1906; A.M., *ibid.*, 1910; Instructor in English, Merrill, Wisconsin, High School, 1907-8; Instructor in English, Northwestern University, 1908-10; Instructor in English and Registrar of the College of Liberal Arts, *ibid.*, 1910-12; A.M., Harvard University, 1912; Graduate Student, University of Chicago, 1912; Associate in English, *ibid.*, 1913-14; Ph.D., *ibid.*, 1914; Instructor in English, *ibid.*, 1914—.

‡PIETRO STOPPANI, Ph.D., Instructor in Romance.

Graduate, Liceo Parini, Milan, 1896; Student, Regia Accademia Scientifico-Letteraria, Milan, and Regia Università, Genova, 1896-1901; Licenza per l'insegnamento secondario inferiore, *ibid.*, 1899; Licenza per l'insegnamento secondario superiore and dottore in lettere, *ibid.*, 1901; Licenza per l'insegnamento di lettere Tedesche, *ibid.*, 1905; University of Berlin, 1901-8; Assistant, Royal Library, Berlin, 1902-3; Instructor, Fortbildungsschulen, *ibid.*, 1906-8; Lector, Handelshochschule, *ibid.*, 1906-12; Instructor in Romance, University of Chicago, 1913—.

*REUBEN MYRON STRONG, Ph.D., Instructor in Zoölogy.

A.B., Oberlin College, 1897; Instructor in Zoölogy and Physics, Lake Forest Academy, 1897-8; Graduate Student in Zoölogy, Harvard University, 1898-1901; A.M., Harvard University, 1899; Ph.D., *ibid.*, 1901; Assistant in Botany and Physiography, Morgan Park Academy, 1901-2; Instructor in Biology, Haverford College, 1902-3; Carnegie Research Assistant, 1903-4; Associate in Zoölogy, University of Chicago, 1904-7; Instructor, *ibid.*, 1907-14.

* Resigned.

‡ Absent on leave.

CHARLES HENRY SWIFT, M.D., Ph.D., Instructor in Anatomy.

A.B., University of Chicago, 1908; S.B., *ibid.*, 1906; Fellow in Anatomy, *ibid.*, 1908-9; M.D., Rush Medical College, 1910; Assistant in Anatomy, University of Chicago, 1910-13; Ph.D., *ibid.*, 1913; Associate in Anatomy, *ibid.*, 1913-15; Instructor in Anatomy, *ibid.*, 1915—.

SHIRO TASHIRO, Ph.D., Instructor in Physiological Chemistry.

S.B., University of Chicago, 1909; Assistant in Physiological Chemistry, 1909-10; Fellow, *ibid.*, 1910-12; Ph.D., *ibid.*, 1912; Assistant, *ibid.*, 1912-13; Associate, *ibid.*, 1913-14; Instructor, 1914—.

MARGARET KATHLEEN TAYLOR, B.S., Instructor in Household Art.

B.S., Alma College, 1904; Graduate Student, *ibid.*, 1904-5; Instructor in English and History, Charlotte, Mich., 1905-6; Kalamazoo Seminary, 1906-8; Ypsilanti, Mich., 1909-10; Los Angeles, Cal., 1910-11; Student, University of Chicago, 1912-13; Ph.B. in Ed., University of Chicago, 1913; Instructor in Household Art, University of Chicago, 1914—.

ETHEL MARY TERRY, Ph.D., Instructor in Chemistry.

A.B., University of Chicago, 1907; Instructor in Science, Kenwood Institute, 1907-8; Graduate Student, University of Chicago, 1907-8; Assistant in Chemistry, *ibid.*, 1908-10; Associate, *ibid.*, 1910-13; Ph.D., *ibid.*, 1913; Instructor, *ibid.*, 1913—.

IRENE WARREN, Ph.B., Librarian and Instructor in School Library Economics.

Graduate, Library School, Armour Institute of Technology, 1895; Organizer of Libraries, *ibid.*, 1894; Director, Library Department, State Normal School, Stevens Point, Wis., 1896; Librarian, Chicago Normal School, 1897-9; Librarian, Chicago Institute, 1900-1; Graduate, University of Chicago, 1905; Librarian and Instructor in School Library Economics, School of Education, *ibid.*, 1901—.

AGNES REBECCA WAYMAN, A.B., Instructor in Physical Culture.

A.B., University of Chicago, 1908; Athletic Coach, *ibid.*, 1904-6; Assistant in Physical Training, Yale University, Summers, 1905-6; Instructor in Physical Training, New Jersey State Normal School, 1907-10; Assistant in Physical Culture, University of Chicago, Summer, 1909; Assistant, *ibid.*, 1910-11; Instructor in Physical Culture, *ibid.*, 1911—.

ETHEL GLADYS WEBB, Instructor in Household Art.

Student, Franklin College, 1902; Teacher, Franklin, Ind., Public Schools, 1902-6; Student, Teachers College, Columbia University, 1905-7; Special Teacher in Household Art, Decatur, Ill., Public Schools, 1907-9; Student, Teachers College, 1909-10; Assistant in Household Art, College of Education, University of Chicago, 1910-11; Associate, *ibid.*, 1911-12; Instructor, *ibid.*, 1913—.

JOHN CONRAD WEIGEL, A.B., Instructor in German.

A.B., Lombard College, 1908; Assistant in Mathematics, *ibid.*, 1905-8; Instructor in Physics, *ibid.*, 1907-8; Graduate Student, Harvard University, 1908; Professor of German, Lombard College, 1908-9; Graduate Student, University of Chicago, 1909, 1912-13; Instructor in German, University High School, 1909-13; Instructor in German, University of Chicago, 1913—.

MORRIS MILLER WELLS, A.B., Instructor in Zoölogy.

A.B., University of Chicago, 1912; Assistant in Zoölogy, *ibid.*, 1912-13; Fellow, *ibid.*, 1913-14; Fellow, University of Illinois, 1914-15; Instructor in Zoölogy, University of Chicago, 1915—.

WILLIAM GARRISON WHITFORD, Ph.B., Instructor in Aesthetic and Industrial Education, College of Education.

Ph.B., New York State School of Ceramics at Alfred University, Alfred, N.Y., 1911; Instructor of Design and Ceramics, Maryland Institute of Art, Baltimore, Md., 1911-13; studied at the Art Institute of Chicago; Art Department of the Buffalo Pottery, 1910; Instructor in Aesthetic and Industrial Education, University of Chicago, 1913—.

STANLEY DAVIS WILSON, A.M., Instructor in Chemistry.

A.B., Wesleyan University, 1909; A.M., *ibid.*, 1910; Instructor in Chemistry and Geology, Washburn College, 1910-February, 1912; Instructor in Chemistry, University of Kansas, February-June, 1912; Graduate Student, University of Chicago, Summer, 1911, 1912; Assistant in Chemistry, *ibid.*, 1912-13; Fellow, *ibid.*, 1913-14; Assistant in Chemistry, *ibid.*, Summer, 1914; Instructor in Chemistry, *ibid.*, 1914—.

JAMES REED YOUNG, A.M., Instructor in History of Education, the College of Education.

B.L., Berea College, 1907; A.B., Leland Stanford Junior University, 1909; A.M., *ibid.*, 1910; Assistant in Education, Leland Stanford Junior University, 1909-10; Head of Department of Education, San Diego State Normal School, 1910-12; Fellow in Education, University of Chicago, 1912-13; Instructor in Education, Oberlin College, Summer, 1913; Lecturer, University of Chicago, 1913-14; Instructor, *ibid.*, 1914—.

EDITH ABBOTT, Ph.D., Lecturer in the Methods of Social Investigation.

A.B., University of Nebraska, 1901; Instructor in High School, Lincoln, Neb., and Graduate Student, University of Nebraska, 1901-2, 1902-3; Fellow in Political Economy, University of Chicago, 1903-4, 1904-5; Ph.D., *ibid.*, 1905; Research work, Carnegie Institution of Washington, 1905-6; Graduate Student, London School of Economics and Political Science and University College (University of London), 1906-7; Instructor in Economics, Wellesley College, 1907-8; Associate Director, Department of Social Investigation and Staff-Lecturer, Chicago School of Civics and Philanthropy, 1908—; Assistant in Sociology, University of Chicago, 1914-15; Lecturer, *ibid.*, 1915—.

HENRY VARNUM FREEMAN, A.M., Special Lecturer on Legal Ethics.

A.B., Yale University, 1899; A.M., *ibid.*, 1874; Judge of the Superior Court, Cook County, Ill., 1893-1910, 1911—; Presiding Justice of the Branch Appellate Court, First District of Illinois, 1898-1910, 1911-12; Professorial Lecturer on Medical Jurisprudence, Rush Medical College, 1898—; Special Lecturer on Legal Ethics, University of Chicago, 1902—.

CHARLES EDWARD KREMER, LL.B., Special Lecturer on Admiralty Law.

Admitted to the Bar of the Supreme Court of Wisconsin, 1874; of Illinois, 1875; Supreme Court of the United States, 1883; LL.B., Chicago Kent College of Law, 1908; Lecturer in Chicago College of Law on Maritime Law and Admiralty, 1893—; Special Lecturer on Admiralty Law, University of Chicago, 1902—.

FRANK FREMONT REED, A.B., Special Lecturer on Copyright and Trade Marks.

A.B., University of Michigan, 1890; admitted to Illinois bar, 1882; practiced law, Chicago, 1882—; Lecturer on Trade Marks and Copyrights, University of Michigan Law School, 1894—; Special Lecturer on same, University of Chicago Law School, 1902—.

HARVEY RAYMOND BASINGER, A.B., Associate in Physiology.

A.B., Ohio State University, 1911; Student, University of Chicago, 1911-12; Assistant, Rush Medical College, 1912-13; Assistant in Physiology, University of Chicago, 1913-14; Associate, *ibid.*, 1914-15.

GEORGE THOMAS CALDWELL, A.B., A.M., Associate in Pathology.

A.B., Ohio State University, 1910; M.A., *ibid.*, 1913; Assistant in Chemistry, *ibid.*, 1912-13; Research Assistant in Chemical Pathology, University of Chicago, 1913-15; Associate in Pathology, *ibid.*, 1915—.

LEWIS VICTOR HEILBRUNN, Ph.D., Associate in Zoology.

A.B., Cornell University, 1911; Graduate Student, Columbia University, 1911-12; Schuyler Fellow in Embryology, Cornell University, 1912-13; Laboratory Assistant in Zoology, University of Chicago, 1913-14; Ph.D., *ibid.*, 1914; Associate, *ibid.*, 1914—.

JOHN WOOD MACARTHUR, A.M., Associate in Zoology.

A.B., Oberlin College, 1910; Instructor in Zoology and Geology, Wabash College, 1911-12; A.M., *ibid.*, 1912; Assistant in Zoology, University of Chicago, 1912-13; Fellow in Zoology, *ibid.*, 1913-14; Assistant in Zoology, *ibid.*, 1914-15; Associate, *ibid.*, 1915—.

RAYMOND DAVID MULLINX, S.B., Associate in Chemistry.

Student, University of Chicago, 1901-2, 1911-12; Lecture Assistant, *ibid.*, 1911-14; S.B., *ibid.*, 1913; Associate in Chemistry, *ibid.*, 1914—.

WINIFRED PEARCE, Associate in Physical Culture.

Philadelphia Normal School of Physical Training, 1904; Physical Director, Friends' School, Wilmington, Del., 1905-6; Physical Director, Girls' House of Refuge, Philadelphia, Pa., 1906-9; Assistant in Physical Culture, University of Chicago, 1909-12; Associate, *ibid.*, 1912—.

FRED TERRY ROGERS, A.B., Associate in Pharmacology.

A.B., Baylor University, 1911; A.M., *ibid.*, 1914; Fellow in Physiology, University of Chicago, 1914-15; Associate in Pharmacology, *ibid.*, 1915—.

MAUD SLYE, A.B., Member of the Otho S. A. Sprague Memorial Institute.

A.B., Brown University, 1899; Teacher of Psychology, Rhode Island Normal School, Providence, R.I., 1899-1907; Teacher of Psychology, Teachers' Institute, New Hampshire, Summer, 1900; Graduate Student, University of Chicago, 1907-8; Laboratory Assistant in Zoology, *ibid.*, 1908—; Fellow in Zoology, *ibid.*, 1910-11; Assistant in Zoology, *ibid.*, 1911-12; Associate in the Otho S. A. Sprague Memorial Institute, 1912—.

RICHARD T. ATWATER, A.B., Assistant in Greek.

A.B., University of Chicago, 1910; Student in Europe, 1913-14; Assistant in Greek, University of Chicago, 1914—.

PERCIVAL BAILEY, S.B., Assistant in Anatomy.

S.B., University of Chicago, 1914; Graduate Student, *ibid.*, 1914—; Assistant in Embryology, *ibid.*, 1914; Assistant in Anatomy, *ibid.*, 1914—.

JOSEPH OLIVER BALÇAR, S.B., Assistant in Physiological Chemistry.

S.B., Coe College, 1913; Assistant in Physiological Chemistry, University of Chicago, 1914—.

WESLEY CHARLES BECKER, M.A., Assistant in Zoology.

A.B., University of Nebraska, 1912; Scholar in Embryology and Histology, *ibid.*, 1912-13; Assistant Professor (in charge) of Embryology, Histology, Neurology, University of Utah, 1913-14; M.A., University of Nebraska, 1914; Assistant in Zoology, University of Chicago, 1914—.

ARTHUR CHARLES BEVAN, S.B., Assistant in Geology.

S.B., Ohio Wesleyan University, 1912; Assistant in Geology, *ibid.*, 1912-13; Graduate Student, University of Chicago, 1914-15; Assistant in Geology, *ibid.*, 1915—.

DOLORES BROCKETT, S.B., Technical Assistant in Embryology.

S.B., University of Chicago, 1908; Technical Assistant in Embryology, *ibid.*, 1908—.

RALPH LYMAN BROWN, A.B., Assistant in Chemistry.

A.B., University of Missouri, 1913; Graduate Student, University of Chicago, 1914-15; Assistant in Chemistry, *ibid.*, 1915—.

GEORGE EMANUEL BURGET, Assistant in Physiology.

B.A., Indiana State Normal School, 1914; Assistant in Physiology, University of Chicago, 1914—.

SIDNEY MARSH CADWELL, S.B., Research Assistant.

S.B., University of Chicago, 1914; Research Assistant in Chemistry, *ibid.*, 1914—.

WILLIAM ERNEST CARY, B.S., Assistant in Bacteriology.

B.S., Earlham College, 1912; Graduate Student, University of Chicago, 1913-14; Assistant in Bacteriology, *ibid.*, 1914—.

KARL KELCHNER DARROW, S.B., Assistant in Physics.

S.B., University of Chicago, 1911; Student, University of Paris, 1911; University of Berlin, 1912; Graduate Student, University of Chicago, 1912-13; Fellow in Physics, *ibid.*, 1913-14; Assistant in Physics, *ibid.*, 1914—.

ARTHUR JEFFERY DEMSTER, A.M., Assistant in Physics.

A.B., University of Toronto, 1909; A.M., *ibid.*, 1911; Graduate Student, University of Chicago, 1914-15; Assistant in Physics, *ibid.*, 1915—.

LESTER REYNOLD DRAGSTADT, S.B., Assistant in Physiology.

S.B., University of Chicago, 1915; Assistant in Physiology, *ibid.*, 1915—.

SOPHIA HENNION ECKERSON, Ph.D., Assistant in Plant Physiology.

A.B., Smith College, 1905; Fellow in Botany, *ibid.*, 1905-6; Demonstrator in Botany, *ibid.*, 1906-8; A.M., *ibid.*, 1907; Assistant in Botany, *ibid.*, 1908-9; Ph.D., University of Chicago 1911; Assistant in Plant Physiology, *ibid.*, 1911—.

OSCAR JACOB ELSSENER, S. B., Assistant in Pathology.

S.B., University of Chicago, 1913; Graduate Student, *ibid.*, 1913-15; Assistant in Pathology, *ibid.*, 1915—.

SHIRLEY FARR, Ph.B., Assistant in History.

Ph.B., University of Chicago, 1904; Graduate Student, *ibid.*, 1904-5; Studied at the *Archives des Affaires Étrangères*, Paris, 1905-6; Associate Professor of History and French, Ripon College, 1907-9; Graduate Student, University of Chicago, 1910-11; Fellow in History, *ibid.*, 1911-12; Assistant in History, *ibid.*, 1914—.

EDITH SCOTT GRAY, A.M., Assistant in Political Economy.

Assistant in Economics, Oberlin College, 1912; Instructor in Economics, Oberlin College, 1913; Research Fellow, Women's Educational and Industrial Union, 1914; Assistant in Political Economy, University of Chicago, 1915—.

CHARLES FREDERICK HAGENOW, A.M., Assistant in Physics.

B.Sc. in Electrical Engineering, University of Nebraska, 1900; A.M. in Physics, *ibid.*, 1906; Instructor in Mathematics, *ibid.*, 1904-6; Instructor in Mathematics, Armour Institute of Technology, 1906-9; Instructor in Physics, *ibid.*, 1909-13; Assistant in Physics, University of Chicago, 1914—.

BENJAMIN HARRY HAGER, S.B., Assistant in Pharmacology.

S.B., University of Chicago, 1915; Assistant in Experimental Therapeutics, *ibid.*, 1911-13; Assistant in Pharmacology, *ibid.*, 1913—.

LEO LEWIS JOHN HARDT, S.B., Assistant in Physiology.

S.B., University of Chicago, 1914; Assistant in Physiology, *ibid.*, 1914—.

LAWRENCE MELVIN HENDERSON, Assistant in Physical Chemistry.

A.B., St. Olaf's College, 1910; A.M., *ibid.*, 1911; Instructor, High School, Dawson, Minn., 1911-12; Fellow in Chemistry, University of Chicago, 1914-15; Assistant in Physical Chemistry, *ibid.*, 1915—.

DANIEL LOUIS HOFFER, Assistant in Physical Culture.

Physical Director, Y.M.C.A., Colorado Springs, Colo., 1904-5; Physical Director, Y.M.C.A., Fort Dodge, Ia., 1906-7; Associate Physical Director, Y.M.C.A., Hyde Park, Chicago, 1908; Assistant in Physical Culture, University of Chicago, 1909—.

HOMER HOYT, A.M., Assistant in Political Economy.

A.B., University of Kansas, 1913; A.M., *ibid.*, 1913; Fellow in Political Economy, University of Chicago, 1913-15; Assistant in Political Economy, *ibid.*, 1915—.

HARRY LEE HUBER, S.B., Laboratory Assistant in Pathology.

S.B., University of Chicago, 1913; Laboratory Assistant in Astronomy, *ibid.*, 1912-14; Laboratory Assistant in Pathology, *ibid.*, 1914—.

LIBBIE HENRIETTA HYMAN, Ph.D., Laboratory Assistant in Zoology.

S.B., University of Chicago, 1910; Fellow in Zoology, *ibid.*, 1911-14; Laboratory Assistant in Zoology, *ibid.*, 1914—; Ph.D., *ibid.*, 1915.

ARTHUR IDDIGS, A.B., Assistant in Geology.

A.B., Hanover College, 1913; teacher, 1913-14; Graduate Student, University of Chicago, 1914-15; Assistant in Geology, *ibid.*, 1915—.

YOSHIO ISHIDA, S.B., Assistant in Physics.

S.B., University of Chicago, 1912; Fellow in Astronomy, *ibid.*, 1912-13; Assistant in Physics, *ibid.*, 1914—.

EINAR JOHANSON, A.M., Assistant in History.

A.B., Augustana College, 1906; Graduate Student, University of Chicago, Summer Sessions, 1911, 1913; Graduate Student, University of Wisconsin, 1913-15; A.M., *ibid.*, 1914; Assistant in European History, *ibid.*, 1913-15; Assistant in History, University of Chicago, 1915—.

OTTO KOPPIUS, S.B., Assistant in Physics.

S.B., University of Chicago, 1913; Instructor in Physics and Mathematics, Marion Institute, Marion, Ala., 1911-12, 1913-14; Student, University of Chicago, 1912-13, 1914-15; Fellow in Physics, *ibid.*, 1914-15; Assistant in Physics, *ibid.*, 1915—.

LOUIS HENRY KORNDER, A.B., Laboratory Assistant in Neurology.

A.B., Ripon College, 1913; Graduate Student, University of Chicago, 1913-14; Laboratory Assistant in Neurology, *ibid.*, 1914—.

IRVING STODDARD KULL, A.M., Assistant in History.

A.B., Beloit College, 1909; Instructor in History, Beloit College Academy, 1909-10; Teaching Fellow in History, Indiana University, 1910-11; A.M., Indiana University, 1911; Instructor in History, Denison University, 1911-13; Assistant Professor in History, *ibid.*, 1913-15; Assistant in History, University of Chicago, 1915—.

LEONARD B. LOEB, S.B., Assistant in Physics.

S.B., University of Chicago, 1912; Graduate Student, *ibid.*, 1912-14; Assistant in Physics, *ibid.*, 1914—.

MARY E. McDOWELL, Head Resident of the University of Chicago Settlement; Assistant in Sociology.

SIEGFRIED MAURER, S.B., Assistant in Physiological Chemistry.

S.B., Oregon Agricultural College, 1910; Assistant in Physiological Chemistry, University of Chicago, 1914—.

CARL DANFORTH MILLER, S.B., Assistant in Physics.

S.B., Richmond College, 1910; Assistant in Physics, University of Chicago, Autumn Quarter, 1913; Fellow in Physics, *ibid.*, 1913-14; Assistant in Physics, *ibid.*, 1914—.

PAUL CHRISTIAN MILLER, Preparator and Assistant in Vertebrate Paleontology.

Student, Realschule, Copenhagen, 1890-2; Field and Laboratory Assistant in Paleontology, American Museum of Natural History, 1900-7; Preparator and Assistant in Vertebrate Paleontology, University of Chicago, 1907—.

CARL RICHARD MOORE, S.B., A.M., Assistant in Zoology.

S.B., Drury College, 1913; Graduate Student University of Chicago, Summer, 1913; A.M., Drury College, 1914; Research Student, Marine Biological Laboratory, Summer, 1914; Graduate Student and Fellow in Zoology, University of Chicago, 1914-15; Assistant, *ibid.*, 1915—.

RAYMOND CECIL MOORE, A.B., Assistant in Geology.

A.B., Denison University, 1913; Graduate Student, University of Chicago, 1913-15; Assistant in Geology, *ibid.*, 1915—.

JOHN TENNYSON MYERS, S.M., Assistant in Bacteriology.

A.B., Washburn College, 1911; Fellow in Chemistry, University of Kansas, 1911-12; M.S., *ibid.*, 1912; Assistant in Chemistry, *ibid.*, 1912; Chemist, City Health Department, Chicago, 1913; Graduate Student and Assistant in Quantitative Analysis, University of Chicago, 1913-15; Assistant in Bacteriology, *ibid.*, 1915—.

ROY BATCHELDER NELSON, A.B., Assistant in Greek.

A.B., University of Chicago, 1901; Fellow in Sanskrit and Indo-European Comparative Philology, *ibid.*, 1901-4; Fellow in New Testament Literature and Interpretation, *ibid.*, 1906-8; Adjunct Professor of Greek, University of Alabama, 1906-8; Graduate Student in Greek, University of Chicago, 1911-12; Assistant in Greek, *ibid.*, 1912—.

JEANNETTE BROWN OBENCHAIN, Ph.B., Technical Assistant in Anatomy.

Ph.B., University of Chicago, 1906; Graduate Scholar, *ibid.*, 1906-7; Fellow in Anthropology, *ibid.*, 1907-10; Technical Assistant in Anatomy, *ibid.*, 1910—.

LEONA MARGARET POWELL, A.B., Assistant in Political Economy.

A.B., Ohio Wesleyan University, 1905; Instructor in Greek, Union College, Kentucky, 1905-7; Librarian, De Pauw University, 1908-11; Student in Political Economy, University of Chicago, 1911-12; Instructor in Economics, Vassar College, 1912-15; Assistant in Political Economy, University of Chicago, 1915—.

RENÉ DE POYEN, S.B., Assistant in Organic Chemistry.

S.B., University of Chicago, 1914; Student, Armour Institute of Technology, 1911; University of Chicago, 1912—; Laboratory Assistant in Chemistry, *ibid.*, 1912-13; Assistant in Organic Chemistry, *ibid.*, 1913—.

CLARENCE ELMER RAINWATER, A.M., Assistant in Sociology.

A.B., Drake University, 1907; A.M., *ibid.*, 1908; Assistant in Sociology, University of Chicago, 1912—.

EVA ORMENTA SCHLEY, Assistant in Physiology.

Student, University of Chicago, Summer Sessions, 1901-7, Year 1907-8; teacher, Topeka (Kan.) High School, 1900-1907, 1908-11; Student, University of Chicago, 1911-14; Assistant in Physiology, *ibid.*, 1914—.

HALLY MEEING SCOTT, A.B., Assistant in Geology.

A.B., Oberlin University, 1911; teacher, 1911-12; Graduate Student, University of Missouri, 1912-14; Graduate Student, University of Chicago, 1914-15; Assistant in Geology, *ibid.*, 1915—.

JOHN GEORGE SINCLAIR, S.B., Assistant in Zoology.

University of Illinois, 1907-10; Laboratory Assistant in Zoology, *ibid.*, 1909-10; S.B., University of Chicago, 1911; Fellow, *ibid.*, 1911-13; Assistant, Carnegie Institution at Tucson Ariz., 1913-15; Assistant in Zoology, University of Chicago, 1915—.

LEROY HENDRICK SLOAN, Assistant in Physiology.

Assistant in Physiology, University of Chicago, 1914—.

WILMER HENRY SOUDER, A.M., Assistant in Physics.

A.B., Indiana University, 1910; Fellow in Physics, *ibid.*, 1910-11; A.M., *ibid.*, 1911; with National Bureau of Standards, Washington, D.C., 1911-13; Fellow in Physics, University of Chicago, 1913-14; Assistant in Physics, *ibid.*, 1914—.

RALPH KEMPTON STRONG, A.M., Assistant in Chemistry.

A.B., Acadia University, 1905; S.B., *ibid.*, 1906; Instructor in Chemistry, *ibid.*, 1904-6; A.M., Harvard University, 1907; Graduate Student, University of Chicago, 1911, 1914; Head of Department of Chemistry, DuPont Manual Training School, Louisville, Ky., 1911-15; Assistant in Chemistry, University of Chicago, 1915—.

HARRY CLYDE TRIMBLE, A.B., Assistant in Chemistry.

A.B., Cornell College, 1910; Instructor, Cherokee, Ia., High School, 1910-12; Assistant, Bradley Polytechnic Institute, 1912-14; Assistant in Chemistry, University of Chicago, 1915—.

CHARLES EDWARD WATTS, S.B., Assistant in Anatomy.

S.B., University of Idaho, 1913; Assistant in Anatomy, University of Chicago, 1914—.

JOSEPH HENRY WHITE, Assistant in Physical Culture.

Assistant in Physical Culture, University of Chicago, 1909—.

ERNEST DANA WILSON, S.B., Assistant in General Chemistry.

S.B., University of Nebraska, 1913; Instructor, *ibid.*, 1912-13; Research Assistant in Physical Chemistry, Massachusetts Institute of Technology, 1913-14; Assistant in General Chemistry, University of Chicago, 1914—.

ADMINISTRATIVE AND BUSINESS OFFICERS§

TREVOR ARNETT, A.B., University Auditor.

A.B., University of Chicago, 1898; Fellow in Political Economy, *ibid.*, 1899-1900; University Auditor, *ibid.*, 1901—.

THOMAS L. BARRELL, Steward, Men's Commons.

§**JAMES HENRY BREASTED**, Director of Haskell Oriental Museum.

§**ERNEST DEWITT BURTON**, Director of the University Libraries.

ARTHUR B. CARTER, Ph.C., Curator of Kent Chemical Laboratory.

Ph.G., Purdue University, 1903; Ph.C., *ibid.*, 1909; Assistant in Pharmacy, *ibid.*, 1907-9; Instructor in Analytical and Pharmaceutical Chemistry, *ibid.*, 1909-10; Associate in Chemistry, University of Chicago, 1911-12; Curator of Kent Chemical Laboratory, *ibid.*, 1912—.

GEORGIA LOUISE CHAMBERLIN, Secretary in the American Institute of Sacred Literature, the University Extension Division.

Reader, Chautauqua Literary and Scientific Circle, 1882-90; Secretary, Chautauqua Summer Schools, 1883-93; Secretary, American Institute of Sacred Literature, 1891—.

§**THOMAS CHROWDER CHAMBERLIN**, Director of Museums.

CORA C. COLBURN, Manager, Women's Commons, Lexington and School of Education Commons.

J. SPENCER DICKERSON, Litt.D., Secretary of the Board of Trustees.

Student, University of Pittsburgh, 1867-70; member of staff of *The Standard*, 1875-82; Managing Editor, *The Graphic*, 1882-4; Managing Editor, *The Standard*, 1886-1914; Trustee, University of Chicago, 1909-14; Litt.D., Denison University, 1911; Secretary, Board of Trustees, University of Chicago, 1913—.

CLYDE M. DOUGLAS, Superintendent of Buildings and Grounds.

§**EDWIN BRANT FROST**, Director of the Yerkes Observatory, Williams Bay, Wis.

HARRY ORRIN GILLET, S.B., Principal of the University Elementary School.

S.B., University of Chicago, 1901; Teacher in Laboratory Schools, *ibid.*, 1900-1903; Teacher, Elementary School, *ibid.*, 1903-9; Assistant Principal, *ibid.*, 1909-10; Supervisor, *ibid.*, 1910-13; Principal, *ibid.*, 1913—.

§ Names with a (§) prefixed appear above, with full academic record, in connection with their Faculty standing.

THOMAS WAKEFIELD GOODSPEED, D.D., Corresponding Secretary, Board of Trustees.

A.B., University of Rochester, 1863; Graduate, Rochester Theological Seminary, 1866; D.D., University of Chicago, 1885; LL.D., University of Rochester, 1913; Secretary, Board of Trustees, University of Chicago, 1890-1913; Registrar, *ibid.*, 1897-1913; Corresponding Secretary, Board of Trustees, 1913—.

HELEN COWEN GUNSAULUS, Ph.B., Curator of the Gunsaulus Collection on Japanese History and Art.

Ph.B., University of Chicago, 1906; Curator of the Gunsaulus Collection on Japanese History and Art, *ibid.*, 1911-12.

FREDERIC JAMES GURNEY, A.B., D.B., Assistant Recorder.

A.B., University of Michigan, 1880; D.B., Baptist Union Theological Seminary, 1883; Instructor, American Institute of Hebrew, 1883-6; Instructor in the English New Testament, Baptist Union Theological Seminary, 1884-5; Examiner's Clerk, University of Chicago, 1893-9; Assistant to the Recorder, *ibid.*, 1899-1906; Assistant Recorder, *ibid.*, 1906—.

JAMES CHRISTIAN MEINICH HANSON, A.B., Associate Director of the University Libraries.

A.B., Luther College, 1882; Graduate Student, Concordia Theological Seminary, 1882-4; Teacher, Chicago, 1884-88; Graduate Student, Cornell University, 1888-90; Assistant, Newberry Library, Chicago, 1890-93; Chief of Catalogue Department, University of Wisconsin Library, 1893-97; Chief of Catalogue Division, Library of Congress, Washington, D.C., 1897-1910; Associate Director of Libraries, University of Chicago, 1910—.

WALLACE HECKMAN, Counsel and Business Manager.

S.B., Hillsdale College; Member of the Bar of Illinois, and of the Supreme Court of the United States.

MARY OSBORN HOYT, A.B., M.D., Secretary to the Board of Recommendations.

A.B., Wellesley College, 1889; M.D., Hahnemann Medical College of Chicago, 1894; Practicing Physician, 1894-1913; Assistant Secretary, Board of Recommendations, University of Chicago, 1913-15; Secretary, *ibid.*, 1915—.

FRANKLIN WINSLOW JOHNSON, A.M., Principal of the University High School.

A.B., Colby College, 1891; A.M., *ibid.*, 1894; Principal, High School, Calais, Me., 1891-4; Principal, Coburn Classical Institute, Waterville, Me., 1894-1905; Principal, Academy of the University of Chicago for Boys, Morgan Park, 1905-7; Assistant Dean, University High School, University of Chicago, 1907-9; Principal, University High School, *ibid.*, 1909—.

§GORDON JENNINGS LAING, General Editor of The University of Chicago Press.

HERVEY FOSTER MALLORY, A.B., Litt. D., Associate Professor and Secretary of the Correspondence-Study Department.

A.B., Colgate University, 1890; Instructor in Greek and Latin, St. John's Military School, Ossining, N.Y., 1890-2; Instructor in Greek and Latin, Chicago Academy, 1892-3; Graduate Student in Semitics, University of Chicago, 1892-7; Fellow, *ibid.*, 1893-5; Secretary to the President, *ibid.*, 1896-7; Instructor in Biblical Literature and Latin, Kenwood Institute, Chicago, Ill., 1897-9; Secretary of the Correspondence-Study Department, University of Chicago, 1898—; Assistant, *ibid.*, 1898-1900; Associate, *ibid.*, 1900-2; Instructor, *ibid.*, 1902-8; Assistant Professor, *ibid.*, 1908-12; Associate Professor, *ibid.*, 1912—; Litt. D., Colgate University, 1913.

NEWMAN MILLER, Ph.B., Director of The University of Chicago Press.

Ph.B., Albion College, 1893; Graduate Student in Political Science, University of Chicago, 1894-6; Instructor and Secretary of the Correspondence-Study Department, University Extension Division, *ibid.*, 1896-8; Manager, *Recorder Press*, Albion, Mich., 1898-1900; Director of the University Press, University of Chicago, 1900—.

JOHN FRYKE MOULDS, Ph.B., University Cashier.

WALTER A. PAYNE, Ph.B., University Recorder and Examiner.

Graduate, State Normal School, Kirksville, Mo., 1887; Principal, Public Schools, Dayton, Wash., 1888-93; Ph.B., University of Chicago, 1895; Graduate Scholar in Sociology, *ibid.*, 1895-6; Secretary of Lecture-Study Department, University Extension Division, *ibid.*, 1896-1911; Dean of University College, *ibid.*, 1908-13; University Examiner, *ibid.*, 1911—; University Recorder, *ibid.*, 1913—.

ROBERT WATERMAN STEVENS, Organist and Director of Choir.

Instructor, Chicago Conservatory, and Assistant of Sherwood, 1893-8; Assistant, Godowsky, 1898-1900; Director Pianoforte, 1900-3; Pupil of Zeisler, 1894-8; Coaching, Frederick Stock and Paderewski, 1898-1900; Director of Music, University of Colorado, Lecturer, Colorado College, 1903-6; Director in School of Music, University of Nebraska, 1906-11; Organist and Director of Choir, University of Chicago, 1911--.

§JULIUS STIEGLITZ, Director of the University Laboratories.**INSTRUCTORS APPOINTED FOR THE SUMMER QUARTER, 1915**

EDITH ABBOTT, Ph.D., Associate Director of Social Investigation, Chicago School of Civics and Philanthropy.

CARTER ALEXANDER, Ph.D., Professor of School Administration, George Peabody College for Teachers.

THOMAS HENRY BILLINGS, A.M., Lecturer in Greek, University of Manitoba.

BENJAMIN FRANKLIN BILLS, Instructor in Public Speaking, De Pauw University and Illinois College of Law.

DAVID SIMON BLONDHEIM, Ph.D., Assistant Professor of Romance, University of Illinois.

GEORGE MILLER CALHOUN, Ph.D., Instructor in Greek, University of Texas.

ROBERT DANIEL CARMICHAEL, Ph.D., Associate Professor of Mathematics, Indiana University.

WILBERT LESTER CARR, A.M., Instructor in Latin, University High School, Chicago.

WERRETT WALLACE CHARTERS, Ph.D., Dean, School of Education, University of Missouri.

FRANCIS ALBERT CHRISTIE, A.B., D.D., Professor of Church History, Meadville Theological School.

JOHN MAURICE CLARK, Ph.D., Associate Professor of Economics, Amherst College.

OLIVER CHARLES CLIFFORD, Ph.D., Associate Professor of Electrical Engineering, Armour Institute of Technology.

GEORGE E. COGHILL, Ph.D., Professor of Anatomy, University of Kansas.

JOHN FORSYTH CRAWFORD, Ph.D., Professor of Philosophy, Beloit College.

GEORGE OLIVER CURME, A.M., Professor of German, Northwestern University.

OZORA STEARNS DAVIS, Ph.D., D.D., Professor of Practical Theology, Chicago Theological Seminary (Summer, 1915).

HUGO DIEMER, A.B., M.E., Professor of Industrial Engineering, Pennsylvania State College.

ARNOLD DRESDEN, Ph.D., Assistant Professor of Mathematics, University of Wisconsin.

JAMES FLEMING HOSIC, Ph.M., Professor of English, Chicago Normal College.

ERNEST EDWARD IRONS, Ph.D., Assistant Professor of Medicine, Rush Medical College.

EDWIN ROULETTE KEEDY, A.B., LL.B., Professor of Law, Northwestern University.

ROBERT WOOD KEETON, S.M., Instructor in Physiology, Northwestern University.

JOHN ALBERT KEY, S.B., Assistant in Anatomy, Johns Hopkins Medical School.

LEO JOSEPH LASSALLE, S.M., Professor of Physics, Pennsylvania State College.

HARLEY LEIST LUTZ, Ph.D., Professor of Economics, Oberlin College.

CHARLES CARROLL MARDEN, Ph.D., Professor of Spanish, Johns Hopkins University.

- MAURICE GOLDSMITH MEHL, Ph.D., Instructor in Paleontology, University of Wisconsin.
- EDWARD JAMES MOORE, Ph.D., Associate Professor of Physics, Oberlin College.
- KARL F. MÜNZINGER, A.B., Adjunct Professor of German, University of Texas.
- ARRESTES W. NOLAN, S.M., Assistant Professor, Department of Agriculture, University of Illinois.
- HARRY ALLEN OVERSTREET, A.B., B.Sc., Professor of Philosophy, College of the City of New York.
- ROBERT E. PARK, Ph.D., Professorial Lecturer in Sociology.
- KEITH PRESTON, Ph.D., Instructor in Latin, Northwestern University.
- WILLIAM GARDNER REED, A.M., Instructor in Geography, University of California.
- THEOPHILUS HENRY SCHROEDER, A.B., Instructor in German, University of Minnesota.
- AUSTIN WAKEMAN SCOTT, A.B., LL.B., Professor of Law, Harvard University.
- FRANK CHAPMAN SHARP, Ph.D., Professor of Philosophy, University of Wisconsin.
- JAMES EUSTACE SHAW, Ph.D., Associate Professor of Italian, Johns Hopkins University.
- GUY EDWARD SNIDER, Ph.D., Professor of Economics, College of the City of New York.
- WALTER W. STEWART, A.B., Professor of Economics, University of Missouri.
- WILLIS E. TOWER, A.M., Instructor in Physics, Englewood High School.
- ALBERT AUGUSTUS TREVER, Ph.D., Professor of Greek, Lawrence University.
- ARTHUR CARLTON TROWBRIDGE, Ph.D., Professor of Geology, University of Iowa.
- BERTHOLD LOUIS ULLMAN, Ph.D., Professor of Latin, University of Pittsburgh.
- GEORGE OLSEN VIRTUE, Ph.D., Professor of Political Economy and Commerce, University of Nebraska.
- HENRY HAMMERSLEY WALKER, Ph.D., Sweetzer and Michigan Professor of Ecclesiastical History, Chicago Theological Seminary.
- LEROY WATERMAN, Ph.D., Professor of Semitic Languages, University of Michigan.
- RICHARD W. WATKINS, Assistant in Biology, University of New York.
- GUY FRED WELLS, A.M., Head of the Department of Education, Rhode Island State Normal School.
- RICHARD WISCHKÄMPER, A.M., Instructor in German, University of Minnesota.
- ALBERT BENEDICT WOLFE, Ph.D., Professor of Economics and Sociology, University of Texas.
- HOWARD BROWN WOOLSTON, Ph.D., Assistant Professor of Political Science, College of the City of New York.

THE UNIVERSITY HIGH SCHOOL

- FRANKLIN WINSLOW JOHNSON, A.M., Principal.
- WILBERT LESTER CARR, A.M., Instructor in Latin and Greek; Assistant to the Principal.
- LUCIA W. PARKER, Instructor in French; Assistant to the Principal.
- BERNICE ALLEN, S.B., Instructor in Home Economics.
- FRANCES RAMSAY ANGUS, A.B., Instructor in French.
- ELIZABETH WEBB BALLORD, S.B., Instructor in German.
- ARTHUR FAIRCHILD BARNARD, A.B., Instructor in History.
- RUTH JANE BAUSHEKE, A.B., Instructor in Physical Education.

EDWIN SHEERWOOD BISHOP, Ph.D., Instructor in Physics.
 ARTHUR GIBBON BOVÉE, Ph.B., Instructor in French.
 ERNST RUDOLPH BRESLICH, A.M., Instructor in Mathematics.
 FRANK BARNES CHERINGTON, A.M., Instructor in English.
 ZELMA ESTELLE CLARK, A.B., Instructor in English.
 JOHN BEACH CRAGUN, A.B., Instructor in Music.
 JOHN MAXWELL CROWE, A.M., Instructor in English.
 EMMA GRACE DICKERSON, Assistant in Design.
 WILLIAM LEWIS EIKENBERRY, S.B., Instructor in Botany.
 EMERY FILBEY, Instructor in Wood Shop and Mechanical Drawing.
 HARRY TREVLIN FULTZ, Instructor in Wood Shop.
 ELSE GLOKKE, Ph.M., Instructor in German.
 BERTHA HENDERSON, S.B., Instructor in Geography.
 THEODORE BALLOU HINCKLEY, Ph.B., Instructor in English.
 FRANCES BEATRICE HUNTER, S.B., Instructor in Household Art.
 NAMA AURELIA LATHE, Instructor in Drawing.
 WILLIAM MARSHALL, Instructor in Forge and Foundry, and Machine Shop.
 CARL DANFORTH MILLER, S.B., Assistant in Physics.
 VAN LIEU MINOR, A.B., Instructor in History.
 WILLIAM JAMES MONILAW, M.D., Instructor in Physical Education.
 *CLAUDE V. MUNSEY, Assistant in Physical Education.
 BERTRAM GRIFFITH NELSON, A.B., Instructor in Public Speaking.
 ALMA VIRGINIA OGDEN, A.B., Assistant in Household Art.
 FRANK HURBURN O'HARA, Assistant in Dramatic Art.
 MARIE LOUISE OURY, Ph.B., Associate in History and Latin.
 SARAH FRANCES PELLETT, A.M., Instructor in Latin.
 CHARLES J. PIEPER, A.B., Instructor in Chemistry.
 ETHEL PRESTON, A.M., Instructor in French.
 *WILLIAM DAVID REEVE, S.B., Instructor in Mathematics.
 HOMER C. SAMPSON, Assistant in General Science.
 LYDIA MARIE SCHMIDT, Ph.B., Instructor in German.
 RALEIGH SCHORLING, A.B., Instructor in Mathematics.
 HARRY FLETCHER SCOTT, A.M., Instructor in Latin.
 ALICE POST TABOR, A.M., Assistant in German.
 MARGARET KATHLEEN TAYLOR, S.B., Ph.B., Assistant in Household Art.
 CHESTER CAMERON WARDLOW, A.B., Assistant in Physical Education.
 HORACE CARPENTER WRIGHT, Ph.B., Instructor in Mathematics.
 JOSEPHINE E. YOUNG, M.D., School Physician.
 PERCY WHITE ZIMMERMAN, Assistant in Botany.
 HANNA LOGASA, Librarian.

THE UNIVERSITY ELEMENTARY SCHOOL

HARRY ORRIN GILLET, S.B., Principal.
 MRS. ETHEL A. BACHMANN, Substitute Teacher.
 WILBERT LESTER CARE, A.M., Latin.
 JOHN BEACH CRAGUN, A.B., Music in the Upper Grades.

* Resigned.

MRS. MILDRED FRYE, High-School Preparatory.
MARGARET M. GORDON, Kindergarten.
ANNA TALEA SCHERZ GRONOW, Ph.B., German.
MARY ROOT KERN, Music in the Primary Grades.
CORDELLA KINGMAN, First Grade.
ELEANOR LALLY, A.B., Seventh Grade.
KATHERINE McLAUGHLIN, S.B., Fifth Grade.
NANCY HILL McNEAL, Household Art.
E. JEANNETTE MARKS, Physical Education.
ELIZABETH ERWIN MILLER, Drawing.
WILLIAM JAMES MONILAW, M.D., Physical Education; School Physician.
CLARE JEAN MOORE, Mathematics.
TIRZAH S. MORSE, Third Grade.
EDITH OSGOOD, A.M., Sixth Grade.
EDITH PARKER, Ph.B., Sixth Grade.
CHARLES FRANK PHIPPS, S.B., Natural History.
HOMER C. SAMPSON, Natural History.
ADALINE SHERMAN, Ph.B., Fourth Grade.
MYRTLE SHOLTY, Ph.B., Fifth Grade.
MRS. HELEN C. SMITH, Physical Education.
JAMES HENRY SMITH, Woodworking.
JOSETTE EUGÉNIE SPINK, Ph.B., French.
KATHARINE MARIAN STILWELL, Ph.B., Printing.
GRACE E. STORM, Ph.B., Fourth Grade.
ALICE TEMPLE, Ed.B., Kindergarten Director.
ELEANOR TROKELL, Second Grade.
CHESTER CAMERON WARDLOW, A.B., Physical Education.
MARY E. WARFORD, Ph.B., Home Economics.
VERA MAPLE WILSON, Kindergarten.
ELSIE AMY WYGANT, S.B., First Grade.
JOSEPHINE E. YOUNG, M.D., School Physician.

UNIVERSITY RULING BODIES

THE UNIVERSITY SENATE¹

THE PRESIDENT, Chairman
THE RECORDER, Secretary

JAMES ROWLAND ANGELL.
EDWARD EMERSON BARNARD.
HARLAN H. BARROWS.
ROBERT RUSSELL BENSLEY.
HARRY AUGUSTUS BIGELOW.
FRANK BILLINGS.
GILBERT AMES BLISS.
ROBERT JOHNSON BONNER.
JAMES HENRY BREASTED.
CARL DARLING BUCK.
SHERBURNE WESLEY BURNHAM.
ERNEST DEWITT BURTON.
NATHANIEL BUTLER.
OTIS WILLIAM CALDWELL.
CHARLES JOSEPH CHAMBERLAIN.
THOMAS CHROWDER CHAMBERLIN.
CHARLES CHANDLER.
WALTER WHEELER COOK.
JOHN MERLE COULTER.
HENRY CHANDLER COWLES.
STARR WILLARD CUTTING.
LEONARD EUGENE DICKSON.
WILLIAM EDWARD DODD.
GEORGE BURMAN FOSTER.
ERNST FREUND.
EDWIN BRANT FROST.
EDGAR JOHNSON GOODSPEED.
WILLIAM GARDNER HALE.
JAMES PARKER HALL.
JAMES CHRISTIAN MEINICH HANSON.
LUDVIG HEKTOEN.
CHARLES JUDSON HERRICK.
ROBERT HERRICK.

EDWARD W. HINTON.
EMIL GUSTAV HIRSCH.
THOMAS ATKINSON JENKINS.
EDWIN OAKES JORDAN.
CHARLES HUBBARD JUDD.
GORDON JENNINGS LAING.
JAMES LAURENCE LAUGHLIN.
FRANK RATTRAY LILLIE.
ROBERT MORRIS LOVETT.
WILLIAM DARNALL MACCLINTOCK.
HERBERT NEWBY MCCOY.
ANDREW CUNNINGHAM McLAUGHLIN.
JOHN MATTHEWS MANLY.
LEON CARROLL MARSHALL.
ALBERT PRESCOTT MATHEWS.
SHAILER MATHEWS.
GEORGE HERBERT MEAD.
FLOYD RUSSELL MECHEM.
CHARLES EDWARD MERRIAM.
ELMER TRUESDELL MERRILL.
ALBERT ABRAHAM MICHELSON.
FRANK JUSTUS MILLER.
ROBERT ANDREWS MILLIKAN.
ADDISON WEBSTER MOORE.
ELIAKIM HASTINGS MOORE.
FOREST RAY MOULTON.
RICHARD GREEN MOULTON.
GEORGE WILLIAM MYERS.
WILLIAM ALBERT NITZE.
SAMUEL CHESTER PARKER.
KARL PIETSCH.
HENRY WASHINGTON PRESCOTT.
IRA MAURICE PRICE.

¹The Senate shall consist of the President and all professors of full rank in the University.—The Statutes, Art. III, sec. 1.

MYRA REYNOLDS.
 ROLLIN D. SALISBURY.
 WALTER SARGENT.
 FERDINAND SCHEVILL.
 MARTIN SCHÜTZER.
 PAUL SHORRY.
 HERBERT ELLSWORTH SLAUGHT.
 ALBION WOODBURY SMALL.
 GERALD BIRNEY SMITH.
 JOHN MERLIN POWIS SMITH.
 THEODORE GERALD SOARES.
 AMOS ALONZO STAGG.
 JULIUS STIEGLITZ.

MARION TALBOT.
 FRANK BIGHLOW TARBELL.
 BENJAMIN TERRY.
 WILLIAM ISAAC THOMAS.
 JAMES WESTFALL THOMPSON.
 ALBERT HARRIS TOLMAN.
 JAMES HAYDEN TUFTS.
 HARRY GIDEON WELLS.
 ERNEST JULIUS WILCZYNSKI.
 HERBERT LOCKWOOD WILLETT.
 SAMUEL WENDELL WILLISTON.
 FRANCIS ASBURY WOOD.

THE GENERAL ADMINISTRATIVE BOARD

THE PRESIDENT, Chairman

PROFESSOR ———, Chaplain.
 PROFESSOR JAMES ROWLAND ANGELL, Dean of the Faculties of Arts, Literature, and Science.
 PROFESSOR OTIS WILLIAM CALDWELL, Dean of University College.
 PROFESSORIAL LECTURER JOHN MILTON DODSON, Dean of Medical Students.
 PROFESSOR JAMES PARKER HALL, Dean of the Law School.
 PROFESSOR ROBERT MORES LOVETT, Dean of the Colleges of Arts and Literature.
 PROFESSOR LEON CARROLL MARSHALL, Dean of the College of Commerce and Administration.
 PROFESSOR SHAILER MATHEWS, Dean of the Divinity School.
 PROFESSOR SAMUEL CHESTER PARKER, Dean of the College of Education.
 PROFESSOR ROLLIN D. SALISBURY, Dean of the Ogden Graduate School of Science.
 PROFESSOR ALBION WOODBURY SMALL, Dean of the Graduate School of Arts and Literature.
 PROFESSOR MARION TALBOT, Dean of Women.
 PROFESSOR ERNEST DEWITT BURTON, Director of the University Libraries.
 PROFESSOR NATHANIEL BUTLER, Director of Co-operation with Secondary Schools.
 PROFESSOR THOMAS CHROWDER CHAMBERLIN, Director of the Museums.
 PROFESSOR CHARLES HUBBARD JUDD, Director of the School of Education.
 PROFESSOR JULIUS STIEGLITZ, Director of the University Laboratories.
 ASSOCIATE PROFESSOR HENRY GORDON GALE, Dean of Science in the Colleges.
 ASSOCIATE PROFESSOR DAVID ALLAN ROBERTSON, Secretary to the President.
 WALTER A. PAYNE, University Recorder and Examiner.
 HERVEY FOSTER MALLORY, Secretary of the Correspondence-Study Department of the University Extension.

THE FACULTIES OF THE UNIVERSITY

The Faculties of the University are as follows:

1. The Faculty of the Colleges of Arts, Literature, and Science.
2. The Faculties of the Graduate School of Arts and Literature and of the Ogden Graduate School of Science.
3. The Faculty of the Divinity School.
4. The Faculty of the Law School.
5. The Faculty of the College of Education.

THE COLLEGE BOARDS

THE BOARD OF THE JUNIOR COLLEGES

THE PRESIDENT, Chairman

The Recorder, *ex officio*.

DEAN JAMES ROWLAND ANGELL, *ex officio*.

DEAN PERCY HOLMES BOYNTON, *ex officio*.

DEAN HENRY GORDON GALE, *ex officio*.

DEAN JAMES WEBER LINN, *ex officio*.

DEAN ROBERT MORSS LOVETT, *ex officio*.

DEAN LEON CARROLL MARSHALL, *ex officio*.

DEAN FRANK JUSTUS MILLER, *ex officio*.

DEAN MARION TALBOT, *ex officio*.

DEAN ELIZABETH WALLACE, *ex officio*.

ASSISTANT DEAN SOPHONISBA PRESTON BRECKINRIDGE, *ex officio*.

EXAMINER WALTER A. PAYNE, *ex officio*.

PROFESSOR ROBERT JOHNSON BONNER.

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PROFESSOR HERBERT ELIAWORTH SLAUGHT.

ASSOCIATE PROFESSOR CHARLES HENRY BEESON.

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ASSOCIATE PROFESSOR EDITH FOSTER FLINT.

ASSOCIATE PROFESSOR CHARLES RIBORG MANN.

ASSOCIATE PROFESSOR HORATIO HACKETT NEWMAN.

ASSOCIATE PROFESSOR DAVID ALLAN ROBERTSON.

ASSISTANT PROFESSOR ALGERNON COLEMAN.

ASSISTANT PROFESSOR GERTRUDE DUDLEY.

ASSISTANT PROFESSOR CHARLES GOETTSCH.

ASSISTANT PROFESSOR CHESTER NATHAN GOULD.

ASSISTANT PROFESSOR HANS ERNST GRONOW.

ASSISTANT PROFESSOR WILLIAM DRAPER HARKINS.

ASSISTANT PROFESSOR WILLIAM DUNCAN MACMILLAN.

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PART II

**THE SCHOOLS AND COLLEGES OF ARTS,
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ROBERT MORES LOVETT, Dean of the Junior Colleges, Cobb Lecture Hall, Room 9A.

LEON CARROLL MARSHALL, Dean of the Senior Colleges, and Dean of the College of Commerce and Administration, Cobb Lecture Hall, Room 10A.

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MARION TALBOT, Dean of Women, Cobb Lecture Hall, Room 14A.

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NATHANIEL BUTLER, Director of Co-operation with Secondary Schools, Cobb Lecture Hall, Room 16A.

† Deceased.

GENERAL INFORMATION

The organization of the University includes: the Graduate School of Arts and Literature; the Ogden Graduate School of Science; the Colleges (Senior, last two years, and Junior, first two years) of Arts, Literature, and Science; the Divinity School, the Law School, Courses in Medicine, the School of Education, the College of Commerce and Administration.

Faculty and equipment.—The faculty (exclusive of assistants) numbers two hundred and seventy-four; the libraries contain 431,362 volumes and 200,000 pamphlets (estimated). The University owns nearly one hundred acres of land in Chicago and has forty buildings.

Location of the University.—The University grounds lie on both sides of the Midway Plaisance between Washington and Jackson parks, six miles south of the center of Chicago. Electric cars, elevated trains, and the Illinois Central suburban service reach all railway stations. Mail and baggage service is provided at the Information Office of the University.

The University year is divided into quarters: the Autumn (October, November, December); the Winter (January, February, March); the Spring (April, May, to the middle of June); the Summer (from the middle of June, July, August). For the year 1915-16 the exact dates for the opening of the four quarters are: Summer Quarter, June 21, 1915; Autumn Quarter, October 1, 1915; Winter Quarter, January 3, 1916; Spring Quarter, April 3, 1916. Students are admitted at the opening of each quarter; graduation exercises are held at the close of each quarter.

The unit of work and of credit is a *major*, i.e., a course of instruction involving four or five recitations or lecture hours per week for a full quarter, or double that number of hours for a term of six weeks. A *minor* is one-half a major. Normal work is three majors per quarter, or nine per year of three quarters.

Degrees.—The University confers in the Graduate Schools the degrees of Doctor of Philosophy and of Master of Arts and of Science; in the Colleges of Arts, Literature, and Science the degrees of Bachelor of Arts, of Science, and of Philosophy; in the Divinity School, the degrees of Bachelor of Divinity, of Master of Arts, and of Doctor of Philosophy; in the Law School, the degrees of Doctor of Law and of Bachelor of Laws; in the School of Education, the degrees of Bachelor of Arts in Education, of Philosophy in Education, and of Science in Education; in the College of Commerce and Administration, the degree of Bachelor of Philosophy.

Fellowships, scholarships, student service, etc.—By virtue of endowments and special appropriations, fellowships and scholarships and service afford stipends or tuition to a number of able and deserving students. The University also maintains a bureau for securing outside employment.

The Board of Recommendations.—The University maintains a bureau for the recommendation to teaching positions of such students as have been in residence three or more quarters. During last season over six hundred persons received appointments through the services of this bureau. This service is rendered by the University without charge and is extended both to those seeking initial positions and to those already located who are worthy of promotion to better places.

ROUTINE OF ENTRANCE

A. CREDENTIALS

Application should be addressed to The University of Chicago, Chicago, Ill. When presenting himself for admission to the University, the student should bring his *card of admission credits*, if he is beginning a Junior College course; his *letter of dismissal* and an official statement concerning his previous work, if he is entering with advanced standing from another institution (see p. 107); his diploma or other official evidence of graduation if he is entering the Graduate Schools.

Undergraduates present their credentials at the office of the University Examiner; graduate students report at the office of the Deans of the Graduate Schools. Detailed directions will be furnished as to the mode of registering for courses of instruction desired.

B. MATRICULATION AND REGISTRATION

I. *Time of registration*.—1. Students in residence will register for the following quarter on the days announced on the bulletin boards and in the *Weekly Calendar*. 2. Students (except Freshmen) entering the University *for the first time*, or resuming work after absence for a quarter, will register on the first day of the quarter. 3. In the Autumn Quarter, Freshmen should attend the meeting of entering students, Thursday, September 30, 1915, at 9:30 A.M.

II. *Order of procedure for new students*.—New undergraduate students will: 1. In case they come from a secondary school or another college, present credentials to the Examiner and secure a *Course Book* (certificate of admission). This should be done by correspondence. New students should send their credentials to the Examiner at least two weeks before they come to register. 2. Present health certificates duly signed by a regular physician, certifying to normal health, recent vaccination, etc. 3. *Matriculate* in the office of the Dean of the School or College to which admission is desired. Matriculation is granted on presentation of the proper certificate of admission entitling the student to enter the University. As evidence of membership the student is given a *matriculation card*. This card should be retained under all circumstances, as it must be shown whenever membership in the University is to be demonstrated. 4. *Register*, in the same office, for the courses of study desired for the ensuing quarter. For this purpose the student will be given a *registration card* for the quarter, on which, after consultation with the Dean, the courses desired will be entered. 5. *Pay the University fees* for the ensuing quarter. In order to do this the student will present the *matriculation card* and the proper *registration card* at the office of the Cashier, Press Building, Room 1. On payment of the fees the Cashier will stamp the matriculation card and return it to the student, together with a receipt for tuition fees and for laboratory fees (if any). Tuition and other fees may conveniently be paid by check to the order of The University of Chicago, provided the necessary registration cards accompany the check. Details as to fees will be found below. The names of the students will be sent to instructors as entitled to attend classes *only after the fees have been paid*, as above specified.

Graduate students follow the above procedure, but report to the Deans of the Graduate Schools instead of to the Examiner.

III. *Changes in registration.*—After the first day of the quarter change of registration is permitted only (1) with the consent of the Dean, and (2) on payment of a fee of *one dollar* for each instance of change. In case of changes necessitated by the University, no fee is required.

IV. *Required physical culture.*—Junior College students are required to take continuous work in Physical Culture, and will register each quarter for a course in that Department. Senior College students take courses in Physical Culture during at least four quarters, and will *in no case omit to register* for a course in that Department except after securing the written approval of the Director of Physical Culture and presenting the same to the Dean at the time of registration.

FEEES FOR MATRICULATION, TUITION, ETC.

A. *Matriculation fee.*—The matriculation fee is \$5.00, and is required of every student on entrance to the University.

B. *Tuition fee.*—1. The tuition fee is \$40.00 per quarter for regular work (three majors or their equivalent); there is no reduction to those taking only two majors. 2. A reduction is made in case of students taking only one major or equivalent, one-half the full tuition fee being charged. 3. *All tuition and laboratory fees are due on or before the first day of each quarter, and are payable without extra fee up to the end of the fifth day of the quarter. All fees are payable to the Cashier, Press Building, Room 1.*

C. *Fines, etc.*—For failure to pay tuition fees within the first five days of the quarter a fee of \$5.00 is added to the bill.

D. *Laboratory fee.*—Students in all laboratory courses pay a laboratory fee of \$5.00 a major. Ten dollars (\$10.00) is the maximum charge for laboratory work in any one department (M. and DMj. courses will be charged in proportion). In addition to the regular laboratory fee, students in Chemistry will procure a coupon ticket, entitling them to \$5.00 worth of laboratory material. Students doing laboratory work in the Departments of Zoölogy, Anatomy, Physiology, Botany, Pathology, and Hygiene and Bacteriology are required to purchase a laboratory supply ticket at the office of the Cashier, and file the same at the laboratory supply store, Room 10, Botany Building.

E. *A small material fee* is charged in certain courses in Political Economy.

F. *Gymnasium locker fee.*—For the use of a locker in the dressing-room of the gymnasium a fee of \$1.00 a quarter is charged. A small fee is also charged for the use of the tennis courts.

G. *Graduation fee.*—The general graduation fee, including diploma, is \$10.00. The graduation fee for Doctors of Philosophy, including diploma and hood, is \$15.00. In the case of students taking the certificate of a two years' course the charge is \$5.00.

ROOMS, BOARD, AND GENERAL EXPENSES

A. UNIVERSITY DORMITORIES

There are ten dormitories in the University quadrangles. Two of these are reserved for students of the Divinity School, and five are for women. A University House is organized in each dormitory; each House has a Head, appointed by the President of the University, and a House Committee, elected by the members; also a House Counselor, selected from the Faculties of the University

by the members of the House. The membership of the House is determined by election, and each House is self-governing under the general control of the University.

The cost of rooms in the dormitories is from \$25.00 to \$75.00 per quarter of twelve weeks. This includes heat, light, and care. Each hall for women has separate dining-hall and parlors. The cost of table-board in these halls is \$4.50 per week, with a minimum of fifty dollars for any quarter, all payable in advance at the opening of the quarter.

All applications for rooms, or for information concerning rooms and board within or without the quadrangles, should be made to the Cashier. For further details see special circulars as to rooms and board, which will be sent on application.

B. ACCOMMODATIONS OUTSIDE THE UNIVERSITY

The University, through the Housing Bureau, renders personal assistance to students who have not secured rooms in the residence Halls. Upon arrival at the University, students should apply at once to the Housing Bureau, Room 1, Press Building, for a list of inspected and approved rooms and boarding-houses.

Incoming students are especially cautioned against strangers who approach them at the depot or on the streets and offer their services in securing rooms.

Renting by mail is not satisfactory. There are always more rooms on the list than will be occupied, and consequently there is always a choice.

Students living outside the Halls are not permitted to room in any building in which a family does not reside.

Women students are not permitted to live where there is no reception room for their use.

To accommodate married students and those wishing to keep house, the University has provided a building of small unfurnished flats of 2, 3, 4, and 5 rooms. Information concerning these can be obtained from the office of the Superintendent of Buildings and Grounds.

C. GENERAL EXPENSES

The following table will furnish an estimate of the annual expenses for thirty-six weeks of a student in the University, residing within the Quadrangles:

	Lowest	Average	Liberal
Tuition	\$120.00	\$120.00	\$120.00
Rent and care of room	60.00	105.00	225.00
Board	135.00	162.00	225.00
Laundry	15.00	25.00	35.00
Textbooks and stationery	10.00	20.00	50.00
Total	\$340.00	\$432.00	\$655.00

It is believed that students who find it necessary to reduce expenses below the lowest of these estimates can do so. By application to the Housing Bureau, rooms outside the quadrangles, furnished, heated, lighted, and cared for, may be

obtained at from \$2.00 a week upward. This rate is obtainable, as a rule, when two or more students room together. Room and board in private houses are offered from \$6.00 per week upward. The University Commons, Hutchinson Hall, offers to students meals *à la carte*. Lexington Commons for women offers meals *à la carte* during the Autumn, Winter, and Spring Quarters. During the Summer Quarter the University Commons is open to both men and women.

SCHOLARSHIPS AND OTHER AID

A. HONOR SCHOLARSHIPS

To entering students.—To a limited number of students of high rank from co-operating high schools an honor scholarship (\$120 in tuition fees) is granted each year. Holders of honor scholarships are not required to render service to the University. These scholarships may be revoked at the end of any quarter if the holder's work is not maintained at a satisfactory grade.

To the winner of a competitive examination to be held at the University Friday, April 14, 1916, in each of the following subjects (the University reserves the right to withdraw any examination if fewer than fifteen candidates present themselves): English, Mathematics, Latin, German, French, Physics, Chemistry, Botany, American History, and Public Speaking, a prize scholarship (\$120 in tuition fees) will be issued for the next academic year.

Second-Year Honor Scholarships.—To twenty Junior College students who have shown exceptional ability in the work of the first year, honor scholarships, one of which is called "The Lillian Gertrude Sels Scholarship" and grants full annual tuition fees + \$30 in cash to the young woman who completes the first year with highest standing, are granted for the second year (three quarters) for the undergraduate course.

Senior College Honor Scholarships.—To twelve Senior College students nominated by the departments for excellent work in the Junior College courses honor scholarships are granted to cover the tuition fees of the third year.

Graduate Honor Scholarships.—Twenty scholarships are assigned to students who have completed with honor the work of the Senior College. Each department of the University, with the approval of the Committee on Scholarships, has the privilege of naming a student who is for that year the honor student of the Senior Colleges in that department, and to this student there is given a graduate scholarship yielding in each case a sum equal to the University fees for three quarters, provided the student continues his studies in the Graduate Schools. The assignments are made in the Spring Quarter, and in no case does a scholarship continue beyond the end of the Spring Quarter next following the date of assignment.

A limited number of graduate scholarships yielding a part or all of tuition fees for three quarters are available for graduate students of attainment and promise. Holders of these scholarships are not required to render service to the University. These scholarships may be revoked at the end of any quarter if the holder's work is not maintained at a satisfactory grade.

Undergraduate.—A limited number of scholarships yielding a part or all of tuition fees for three quarters are available for undergraduate students of attainment and promise. Holders of these scholarships are not required to render service to the University. These scholarships may be revoked at the end of any quarter if the holder's work is not maintained at a satisfactory grade.

The following specially endowed honor scholarships are also available for undergraduate students:

"The Kelly Scholarship," which yields the annual tuition fees (\$120).

"The Walter D. Löwy Scholarship," which yields full annual fees (\$120) and is granted to a student of high scholarship, preferably to a person of the Jewish faith.

"The Henry C. Lytton Scholarship," which yields the annual tuition fees (\$120).

"The Marie J. Mergler Scholarship," which yields annual fees (\$120) to a young woman student specializing in Physiology.

"Joseph Reynolds Scholarships," which yield \$1,455 per year, available in tuition fees for twelve men.

"The Seamon Scholarship," which yields \$20 toward the tuition fees of a Chicago student.

"Charles H. Smiley Scholarship," which yields full annual fees (\$120) and is granted to a student of high scholarship, preferably to a colored student.

"Peter Tilton Scholarship," which yields \$50 in tuition fees.

"The University Scholarship," which gives full annual fees (\$120) to a student of high scholarship specializing in Semitics.

"The Katherine M. White Scholarships," which yield \$360 annual fees for three students of high scholarship.

B. COMPETITIVE AND PERSONALLY BESTOWED SCHOLARSHIPS

Certain scholarships are bestowed either by examination or by personal appointment as follows:

"The Enos M. Barton Scholarship," endowed by Mr. Enos M. Barton, of Chicago, provides for the tuition fees of a student for three quarters (\$120). It is awarded annually to an undergraduate student whose scholarship in preparatory work and in college shall reach B, and who shall maintain this standing subject to forfeiture. Appointments made by Mr. Barton.

"The Permelia Brown Scholarship," about \$1,250 provided for under the will of Permelia Brown, offers aid to unmarried American-born women students, residents of Chicago, Cook County, Illinois. Application should be made to the Dean of the Faculties.

"The Colby Scholarships" yield full annual tuition fees for five graduates of Wayland Academy.

"The Zwinglius Grover Memorial Scholarship," endowed by the Alumnae Association of Dearborn Seminary, yields annual fees (\$120) for a woman student.

"The David Blair McLaughlin Prize." This prize of approximately \$50, the annual net income of \$1,000, established in memory of David Blair McLaughlin, 1895-1914, a student in the College of Literature of the Class of 1916, is awarded annually to a student having credit for not more than two years of college work, who has shown special skill and sense of form in the writing of English prose.

"The Pillsbury Academy Scholarship" yields \$50 annually toward the fees of a graduate of Pillsbury Academy.

"The Howard T. Ricketts Prize," about \$250, the net annual income of \$5,000, is awarded on the third day of May to a student of the University of Chicago presenting the best results of research in Pathology or Bacteriology.

"The Elbert H. Shirk Scholarship," available for students nominated by the Shirk Estate, Peru, Ind., yields the annual tuition fees of \$120.

"The Henry Strong Scholarships," provided for under the will of General Henry Strong, offer aid to students possessing not only zeal for scholarship but also character and those traits tending to leadership. Four scholarships, yielding in the aggregate one thousand dollars, will be assigned annually. Application should be made to the President before August 1.

"The Talcott Scholarships," endowed by Mr. William A. Talcott, of Rockford, Ill., provide tuition fees to the amount of \$480 per year. This fund is reserved for graduate students, preferably graduates of Rockford College.

Five "Public Speaking Scholarships" of the total value of \$200 in tuition fees are granted to the winners in the quarterly Public Speaking Contests in the Junior Colleges.

A prize of \$100 founded in memory of Mrs. Florence James Adams is offered to students for excellence in artistic reading. The competition occurs in June.

"The Political Science Scholarship" yields \$200 annually and is awarded to an undergraduate who has been in residence two quarters, who has no more than nine majors, who has an average grade of C, and who in the first week of the Spring Quarter passes the best examination on the subject of "Civil Government of the United States." No award is made unless the examination mark is at least 80 per cent.

"Oratorical Contest Scholarships" are granted to Senior College students annually as follows: The first prize, \$120 in fees; the second, \$80 in fees; the third, \$40 in fees.

Three scholarships of the value of \$40 each are awarded to the members of the college teams winning the Junior College contest in debate.

"Julius Rosenwald Oratorical Prizes" are granted to Senior College students annually as follows: \$100 cash to speaker ranking first; \$50 cash to speaker ranking second.

"The University Debate Scholarships" provide for the awarding of \$480 in tuition fees to those successful in securing positions on the debating teams of the University.

N.B.—*These prize scholarships may not be applied on deferred tuition bills or on notes.*

C. UNIVERSITY SERVICE

DEPARTMENTAL SERVICE

a) *Graduate*.—A limited number of assignments to service, yielding a part or all of the tuition fees for three quarters, are available for graduate students of attainment and promise. This service is usually rendered in the department in which the student is doing the major part of his work. Students in departmental service pay their tuition fees in cash at the beginning of each quarter. At the close of the quarter they receive a cash payment for the amount of the service, if it has been satisfactorily rendered.

Assignments of this class are awarded preferably to students who desire to work in a special department rather than to those who desire to pursue general courses. Application should be made to the Deans of the Graduate Schools.

b) *Undergraduate*.—On recommendation of departments twelve assignments to departmental service are made to students in the Senior Colleges. Such stu-

dents render ten hours' service a week in the departments by which they have been recommended. Application should be made to the Dean of the College of Science and to the Dean of the College of Commerce and Administration.

LIBRARY SERVICE

Applicants for positions in Library service are appointed to service by the Libraries. Students holding such appointments must maintain a grade of academic work satisfactory to their Deans, and of service satisfactory to the Libraries. Such students are required to pay their fees in cash at the office of the Cashier within the first five days of the quarter. For whatever service they may satisfactorily render, they will be paid in cash at the end of the quarter.

CHOIR AND BAND SERVICE

Another means of assistance to students consists of service in the University Choir and the University Band. Inquiries concerning such service may be addressed to the Director of the University Choir and the Director of the University Band, care of the University of Chicago.

D. OUTSIDE EMPLOYMENT

The University maintains an Employment Bureau through which many kinds of work are found for students who are compelled to depend in whole or in part upon their own resources.

E. THE STUDENTS' FUND SOCIETY

From a fund created by friends of the University, loans are made to many students of worth and promise who need temporary aid. This fund is limited and is usually exhausted early in the academic year.

A *special circular entitled Assistance to Students* will be sent on request. It gives details concerning all the forms of aid, routine of application, etc.

LIBRARIES, LABORATORIES, AND MUSEUMS

A. THE LIBRARIES

The Libraries of the University include the General Library and the Departmental Libraries.

The General Library is a reference and circulating library and is open to students in all departments of the University. Students who have matriculated and paid their library fee may take out at one time three volumes from the General Library. These may be kept two weeks, and at the end of that time, if desired, may be renewed for two weeks. The Library is open every week day from 8:00 A.M. to 10:00 P.M., holidays and vacations excepted. In the latter it is open from 9:00 A.M. to 5:00 P.M.

The Library of the School of Education is open to the use of all members of the University. It is open each week day from 8:00 A.M. to 10:00 P.M. Books may be drawn for one week and renewed for one week.

The Law Library is open each week day from 8:00 A.M. to 10:00 P.M.

The Departmental Libraries are primarily for the use of advanced students in the respective departments. Books are not withdrawn, except over night, or by special permission.

The Libraries contain at the present time approximately 431,544 volumes bound and catalogued. They receive 1,900 current periodical publications,

including the transactions and proceedings of learned societies. Technical periodicals are, as a rule, found in the Departmental Libraries.

B. THE LABORATORIES

The Kent Chemical Laboratory and the Ryerson Physical Laboratory contain rooms for special research, small laboratories for work of investigation, large laboratories for general instruction, lecture-rooms, classrooms, library, museum, and offices.

The Hull Biological Laboratories are a group of four buildings devoted to the study of the anatomical, botanical, physiological, and zoological sciences. Medical instruction is given in three of these laboratories.

The Howard Taylor Ricketts Laboratory is exclusively devoted to work in Pathology and Hygiene and Bacteriology.

The Psychological Laboratories occupy two buildings, one devoted to work in human psychology and one to the study of animal behavior.

The Psychopathic Laboratory for the study of abnormal mental conditions in children is housed in a building of its own.

C. THE MUSEUMS

The Walker Museum contains the collections of fossils of the Department of Geology, and various mineralogical, anthropological, paleontological, and geological collections, donated to or deposited in the Museum. It contains also the lecture-rooms and libraries of the Department of Geology, and of the courses in Anthropology.

The Haskell Oriental Museum contains a series of large and well-equipped rooms for the installation and exhibition of museum material. The Biblical, the Comparative Religion, the Assyrian, and the Egyptian collections occupy the second floor. A large assembly room and administration offices are on the first floor, and a library is on the third floor.

D. THE OBSERVATORY

The Yerkes Astronomical Observatory at Lake Geneva is situated near Williams Bay, Wisconsin. Its principal instrument is a refracting telescope of forty inches aperture. Advanced students in Astronomy may register for work at the Observatory, spending their whole time at Williams Bay.

GYMNASIUMS

Two gymnasiums, one for men and one for women, offer opportunities for many kinds of indoor athletics. There are also two large fields for outdoor exercise. A further description of the buildings and grounds may be found on p. 00. of this *Register*.

DEPARTMENTS OF INSTRUCTION

For purposes of instruction the University is organized into departments. The following departments are included within the Schools of Arts, Literature, and Science:

- I. Philosophy.
- IA. Psychology.
- IB. Education.

- II. Political Economy.
- III. Political Science.
- IV. History.

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| V. The History of Art. | XVII. Mathematics. |
| VI. Sociology and Anthropology. | XVIII. Astronomy and Astrophysics. |
| VIA. Household Administration. | XIX. Physics. |
| VII. Comparative Religion. | XX. Chemistry. |
| VIII. The Oriental Languages and Literatures. | XXI. Geology. |
| IX. New Testament and Early Christian Literature. | XXII. Zoölogy. |
| X. Sanskrit and Indo-European Comparative Philology. | XXIII. Anatomy. |
| XI. The Greek Language and Literature. | XXIV. Physiology (including Physiological Chemistry, Pharmacology, and Experimental Therapeutics). |
| XII. The Latin Language and Literature. | XXVI. Paleontology. |
| XIII. The Romance Languages and Literatures. | XXVII. Botany. |
| XIV. The Germanic Languages and Literatures. | XXVIII. Pathology. |
| XV. The English Language and Literature. | XXVIII. Hygiene and Bacteriology. |
| XVI. General Literature. | XXXI. Public Speaking. |
| | XXXII. Physical Culture. |

Departmental circulars, giving a more detailed statement of requirements and a fuller description of courses, will be sent on application.

ADMISSION REQUIREMENTS OF THE COLLEGES

A. ADMISSION FROM SECONDARY SCHOOLS

I. GENERAL STATEMENT

A student must offer for admission 15 units of credit by examination or by certificate from an approved school from which he has graduated with an average grade in academic subjects (English and groups 1-6; see next paragraph) higher than the passing mark of the school by at least 25 per cent of the difference between that mark and 100. Among these must be (a) 3 units of English, (b) a "principal group" of 3 or more units, and (c) a "secondary group" of 2 or more units. Of the 15 units 7 must be selected from the subjects named in the groups designated below; 5 may be selected from any subjects for which credit toward graduation is given by the approved school from which the student receives his diploma.

The principal and secondary groups offered may be selected from the following: (1) Greek, (2) Latin, (3) Modern language other than English, (4) History, Civics, and Economics, (5) Mathematics, (6) Physics, Chemistry, Botany, Zoölogy, General Biology, Physiology, Physiography, Geology, Astronomy. To form a language group the units must be all in one language. In other groups any combination of subjects may be made. Credit is not given for less than 1 unit each in Algebra, Plane Geometry, Physics, Chemistry, or a language. In Latin 2 units must be offered if the subject is to be continued in college. Less than $\frac{1}{2}$ unit in any subject is not accepted.

SUMMARY OF ADMISSION REQUIREMENTS

3 units of English.

3 (or more) units in a single group, 1-6.

2 (or more) units in another single group, 1-6.

2 (or less) units in subjects selected from any of the groups 1-6.

[Total 10 units in English and groups 1-6.]

5 units selected from any subjects accepted by an approved school for its diploma.

Entrance with conditions is not permitted.

II. ADVISORY GROUPING OF SUBJECTS IN PREPARATION FOR ADMISSION

The attention of students is drawn to the fact, as explained below, that certain subjects are required which may be taken either in the high school or in the college. It is urgently recommended that as many as possible be taken during the high-school course. Students who are preparing for a professional degree or for specialized work will materially increase the opportunity for freedom of election by adopting the following suggestions for their high-school work:

A student is advised to take throughout his last year of high school some subject other than English which will form the basis of the continuation group of his first year in college. Proper subjects for this continuation group are History, Greek, Latin, French, German, Mathematics, Physics, Chemistry, Physiography, and Biology. This study may form part of the principal or the secondary group.

LANGUAGE

Three units of English are specifically required.

The study of foreign languages, both ancient and modern, is best begun in the high school. A reading knowledge of at least one of the modern languages is strongly recommended and it is extremely desirable that this be gained before the student enters college. Students who intend to specialize in the classics are advised to present 4 units of Latin and if possible 3 units of Greek. Those who intend to enter Law or Medicine, or to specialize in modern languages, are advised to present at least 2 units of Latin. The first two years of Latin are not offered in the Colleges.

MATHEMATICS

It should be noticed that 2 units or 4 majors of mathematics are required for the college degree. It is desirable that one year of algebra and one of plane geometry should be presented for admission by all students, as these subjects are not at present offered in the Colleges.

SCIENCE

The 2 units or 4 majors of science required for the college degree may be taken either in the high school or in the college. Students intending to enter medicine should present at least 1 unit of Physics and if possible 1 unit of Chemistry.

HISTORY

The character and amount of history taken in the high school may be determined by the student in consultation with the school authorities. It should, however, be recognized that if 2 units be taken during the high-school course, the student thereby gains freedom to elect a corresponding number of majors in college.

III. TIME OF PREPARATION—ADMISSION UNITS

Preparation for admission to a Junior College is expected to cover a period of four years in a secondary school (high school or academy) of high grade. Admission credits are reckoned in units. A unit is a course of study comprising not less than 120 sixty-minute hours of prepared work. Two hours of laboratory work are regarded as the equivalent of one hour of prepared work. Under conditions arranged with the school, preparatory work of high grade may be credited for a larger number of admission units than the same quantity of work of a lower grade.

IV. METHODS OF ADMISSION

Admission to the Junior Colleges of the University may be obtained by one of the following methods: by certificate, by examination, or by a combination of the two methods.

1. *Admission by certificate.*—Students who present credentials showing graduation from any of the following schools and whose course of study covers the admission requirements indicated above will, upon the recommendation of their respective principals, be admitted without examination: (1) the accredited¹ schools of the University, including (a) schools accredited by the North Central Association of Schools and Colleges; (b) schools approved by the Board of Admissions after inspection by official representatives of the University; (2) schools approved by the New England College Entrance Certificate Board; (3) schools outside the territory of the associations above mentioned but approved by a leading state university whose standards of admission are substantially the same as those of the University of Chicago. Applications for admission to the Colleges at the beginning of any quarter, accompanied by proper credentials, should be presented to the University Examiner at least one month before the opening of that quarter, and will not be considered, except by special action of the Board of Admissions, if presented later than two weeks before the opening of the quarter. The University reserves the right to refuse admission to any student whose preparatory work was of such grade as to create doubt of his ability to pursue college work successfully.

2. *Admission by examination.*—Regular entrance examinations are held twice each year, in June and in September, the June examinations being those of the College Entrance Examination Board. The candidate may, at his option, take his examinations at different times, provided that no examination is valid after three years from the date when taken and that no student shall be admitted to examination at more than three regular periods. Students who present by certificate less than 15 units from an accredited school may complete the requirements for admission by examination.

a) *The June examination.*—The examinations held by the College Entrance Examination Board will be accepted as a satisfactory substitute for the admission examinations held by the University of Chicago. The board's examinations will be held during the week June 12–17, 1916, and the corresponding week of the following year.

¹The continuation of any school on the accredited list of the University will depend upon the records made in the University by its graduates admitted on certificate.

All applications for examination must be addressed to the Secretary of the College Entrance Examination Board, Post-Office Sub-Station 84, New York, N.Y., and must be made upon a blank form to be obtained from the secretary of the board upon application.

Applications for examination at points in the United States east of the Mississippi River, also at Minneapolis, St. Louis, and other points on the Mississippi River, must be received by the secretary of the board at least two weeks in advance of the examinations; applications for examination elsewhere in the United States or in Canada must be received at least three weeks in advance of the examinations; and applications for examination outside of the United States and Canada must be received at least five weeks in advance of the examinations.

Applications received later than the dates named will be accepted when it is possible to arrange for the admission of the candidate concerned, but only upon the payment of \$5.00 in addition to the usual fee.

The examination fee is \$5.00 for all candidates examined at points in the United States and Canada and \$15.00 for all candidates examined outside of the United States and Canada. The fee (which cannot be accepted in advance of the application) should be remitted by postal order, express order, or draft on New York to the order of the College Entrance Examination Board.

A list of the places at which examinations are to be held by the board in June will be published about March 1 of each year. Requests that the examinations be held at particular points, to receive proper consideration, should be transmitted to the secretary of the board not later than February 1.

b) *The September examination.*—The September examinations are held at the University. Those for 1915 will be held September 7–10. Applications for admission to these examinations should be made to the University Examiner at least thirty days in advance. Each applicant will pay in advance an examination fee of \$5.00. The University Cashier's receipt for this fee entitles the student to admission to examination in as many subjects as he wishes to take at one period.

c) *Special examinations.*—Students seeking admission at the beginning of the Winter or Spring Quarter may, upon application to the University Examiner at least thirty days in advance, arrange for special examination in subjects in which they are deficient. For admission to such special examination, a fee of \$5.00 is charged.

V. DESCRIPTION OF SUBJECTS ACCEPTED FOR ADMISSION

The scope of the subjects accepted for admission is indicated in the pages which follow. The numbers in each department correspond with those in the tables above.

POLITICAL ECONOMY

Some standard text, such as Laughlin's *Elements of Political Economy*, Johnson's *Introduction to Economics*, or Bullock's *Introduction to Economics*, should be used as the basis of work and of classroom discussion. Especial attention should be directed toward giving the student a thorough grounding in the fundamental principles. Students should have access also to selected economic treatises, and should be encouraged in connection with class work systematically to extend their study into local conditions of industry and agriculture. $\frac{1}{2}$ unit.

POLITICAL SCIENCE

Civil Government.—Credit will be given for such knowledge of this subject as is indicated by any standard text—such as Hart, Hinsdale, or James and Sanford. The student should not be confined to one book, however, but should be accustomed to work by topics. $\frac{1}{2}$ unit.

HISTORY

1. *The History of Greece* from earliest times to the fall of Corinth (146 B.C.), together with a preliminary survey of ancient oriental history. $\frac{1}{2}$ unit.

2. *The History of Rome* from the earliest times to death of Constantine (337 A.D.), with especial emphasis upon the Republic of the first century B.C., and the history of the Empire. $\frac{1}{2}$ unit.

Recommended texts: Goodspeed's *History of the Ancient World*; Botsford's *History of Greece* and *History of Rome*; or Botsford's *Ancient History*; Oman's *History of Greece*; Morey's *History of Rome*; Morey's *History of Greece*; Myer's *Ancient History* (revised edition, 1904); Abbott's *Short History of Rome*; Westermann's *Story of the Ancient Nations*; Breasted and Robinson's *Outlines of European History*, Vol. I; Webster's *Ancient History*; Bryant's *Short History of Rome*.

3. *General European History.*—The work in General European History is to begin with a study of the institutions of the Roman Empire under Diocletian and Constantine. The following texts are recommended: for the Mediaeval Period, Thatcher and Schevill's *The Middle Ages* (new edition); for the Modern Period, Schevill's *History of Modern Europe*; or Robinson's *History of Western Europe*, entire; Adams' *General European History*; Bourne's *European History*; Munroe and Whitcomb's *Mediaeval and Modern History*. 1 unit.

4. *The History of the United States, Elementary.*—(a) More attention should be given to the period subsequent to the Declaration of Independence than to that preceding. So far as possible, the use of books other than the textbook should be encouraged. Fiske's, McMaster's, Thomas', or Johnston's school texts are recommended. $\frac{1}{2}$ unit. (b) *The History of the United States, Advanced.*—This requires more detailed study than the preceding. 4a is included in 4b, and separate credit will not be given for 4a if the student takes 4b. Recommended texts: Channing's *Student's History of the United States*, McLaughlin's *History of the American Nation*; *Epochs of American History* (3 vols.), edited by A. B. Hart; Mussey's *American History*. 1 unit.

5. *The History of England, Elementary.*—(a) The student should know the main facts connected with the development of the English people. Recommended texts: Coman and Kendall's *The Growth of the English Nation*, Larned's *History of England*, Cheyney's *History of England*, or Tout and Sullivan's *Elementary English History*. $\frac{1}{2}$ unit. (b) *The History of England, Advanced.*—This requires more detailed study than the preceding. 5a is included in 5b, and separate credit will not be given for 5a if the student takes 5b. Recommended texts: Terry's *History of England*; Gardiner's *Student's History of England*; Ransome's *History of England*; Cross's *History of England*. 1 unit.

GREEK

1. Greek grammar, and the translation into Greek of sentences of average difficulty. 1 unit. Required of candidates for the College of Arts.

2. The translation of a passage from Xenophon's *Anabasis*, either at sight or from Books i to iv, with grammatical, literary, geographical, and historical questions. 1 unit. Required of candidates for the College of Arts.

To satisfy the requirement of 1 and 2, four books of the *Anabasis* should be read, with frequent exercises in composition.

3. The translation of an average passage from the *Iliad* of Homer, either at sight or from Books i to vi, with questions on Homeric grammar and prosody. 1 unit.

3 is recommended to candidates for the College of Arts. The candidate is expected to have read at least six books of the *Iliad*. If only a half-unit is offered, an extra major—one of the elective courses—will be required in college.

It is possible, however, for students who desire to be candidates for the degree of Bachelor of Arts who are admitted without Greek to take the preparatory courses in college; see this *Annual Register*, Department of Greek.

LATIN

I. AMOUNT AND RANGE OF READING. 1. The Latin reading of candidates for admission to the College of Arts, without regard to the prescription of particular authors and works, should not be less in amount than Caesar, *Galic War*, i-iv, with 1 year beginner's Latin, 2 units; Cicero, the orations against Catiline, for the Manilian Law, and for Archias, 1 unit; Virgil, *Aeneid*, i-vi, 1 unit.

2. The amount of reading specified above should be selected by the schools from the following authors and works: Caesar (*Galic War* and *Civil War*) and Nepos (*Lives*); Cicero (*Orations*, *Letters*, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Virgil (*Bucolics*, *Georgics*, and *Aeneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

II. SUBJECTS AND SCOPE OF INSTRUCTION. 1. *Translation at sight*.—Candidates should be trained in the translation at sight of both prose and verse, and a written test of proficiency in this respect should be made a part of every regular examination. The vocabulary, constructions, and range of ideas of the passages used in these tests should be suited to the preparation secured by the reading indicated above, as the student's work progresses.

2. *Prescribed reading*.—The amount of reading specified above should include the following *prescribed* reading: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Aeneid*, i, ii, and either iv or vi at the option of the instructor, with questions on subject-matter, literary and historical allusions, and prosody.

3. *Grammar and composition*.—The work in grammar and composition should cover a thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the tests set in composition should be such as are common in the reading with which the student is at the time engaged.

4. *Suggestions concerning preparation*.—Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability (1) to take in the meaning and construction of each work where it stands, or, if not yet clear at that point, to hold in *suspense* whatever is doubtful, until the solution comes; and (2) to *foresee* what is coming, wherever the sentence itself gives an indication (as where a verb of asking, or saying, or commanding occurs before the clause which fills out the meaning). In short, the aim should be to understand the sentence as a Roman reader would have understood it, in the order in which it was written. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical word-for-word conversion, nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in reading. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read as well; for this work the prose authors already studied should be used as models.

FRENCH

1. The first unit of French should comprise: (a) the essentials of grammar, including the inflection of nouns, adjectives, and the regular and more common irregular verbs; the forms and uses of pronouns; the uses of the articles; the position of adjectives; the principal uses of the infinitive and subjunctive moods; (b) the reading of about 150 pages of suitable texts, with attention to the accurate rendering and use of the commoner idioms; writing from dictation, and reproduction based on the reading; (c) the foundation of a good pronunciation through training in practical phonetics, through practice in writing and reading phonetic transcriptions, and by as much attention to oral work as possible.

a, b, and c taken together constitute 1 unit; recommended to all applicants for admission to the Colleges of Literature, of Science, and of Commerce and Administration. Either this unit, or the first unit of German, is recommended to applicants for admission to the College of Arts.

2. The second unit should comprise: (a) continued study of the elements of grammar, including review of the first year's work, more extensive consideration of the fundamentals of syntax with illustrative composition, and further study of all the more important irregular verbs; (b) the reading of about 250 pages of modern literary prose (at least one play); increased practice in oral and written reproduction of passages from the texts or read aloud by the instructor; (c) review of phonetic principles and correction of faulty pronunciation; writing from dictation; increased emphasis on oral work.

Suitable texts for the second unit are: *Colomba* (Mérimée); *Jeanne d'Arc* (Lamartine); *Le Roi des montagnes* (About); *Le Tour de la France* (Bruno); Daudet's stories; *Contes biographiques* (Foa); *Le Petit Robinson de Paris* (Foa); *La Poudre aux yeux* (Labiche et Martin); *Le Voyage de M. Perrichon* (Labiche et Martin); *La Cigale chez les fourmis* (Legouvé et Labiche); *Sans famille* (Malot); *La Tâche du petit Pierre* (Mairet); *Le Siège de Paris* (Sarcey); *La Mare au diable* (Sand); extracts from Michelet, stories of Erckmann-Chatrian, Verne, etc.

a, b, and c taken together constitute 1 unit. French 2 or a second unit of German is recommended to applicants for admission to the Colleges of Literature, of Science, and of Commerce and Administration.

3. At the completion of the third unit of French the student is expected to understand readily French spoken or read aloud, to summarize with fair correctness in writing what he reads or hears, to have made real progress in ability to speak the language, and to read without difficulty modern prose and verse.

To attain this he should be required (a) to complete the study of a good school grammar, with appropriate composition; (b) to read about 300 pages of good modern prose and verse (including at least one play); (c) to continue the exercises in writing from dictation, in summarizing and reproducing his reading in French, in the principles of pronunciation, and in increased oral practice.

Suitable texts for the third unit are: Augier and Sandeau's *Le Gendre de M. Poirier*; Balzac's *Eugenie Grandet*; Bazin's *Les Oberlé* and *Le Blé qui lève*; Daudet's *Tartarin de Tarascon*; France's *Le Livre de mon ami* and *Le Crime de Sylvestre Bonnard*; Hugo's *Hernani* and *Les Misérables*; Labiche's plays; Loti's *Pêcheur d'Islande*; Maupassant's short stories; Sandeau's *Mademoiselle de la Seiglière*;

Scribe's plays; Vigny's *La Canne de Jonc*; selected poems and extracts from standard historical works.

a, b, and c taken together constitute 1 unit and may be presented as the third unit of modern language recommended to candidates for the Colleges of Literature, of Science, and of Commerce and Administration.

Students who enter with one unit credit in French will begin with course 3: Elementary French (continued). Those entering with two units credit will begin with course 4: Advanced French. With the approval of the instructor and the Departmental Examiner a student with two units credit may be transferred to course 5: Advanced French (continued). Those who receive 3 units will begin with course 6: Lecture et traduction françaises.

Those who receive credit for four (4) units will begin with course 10, 11, or 12. However, any student found deficient in French composition will on recommendation of the Department be required to take course 8, which will not yield college credit unless it can be shown that the fourth unit in the secondary school included the equivalent of a Senior College course in French Literature.

SPANISH

This unit should comprise: (a) Drill in pronunciation, including accentuation. (b) The elements of grammar, including all the regular and the more common irregular verbs, the forms and order of the personal pronouns, the uses and meaning of the common prepositions, adverbs, and conjunctions, the use of the personal accusative; and other elementary rules of syntax. (c) Study of not less than 175 pages of graded prose texts.

a, b, and c together constitute 1 unit.

GERMAN

1. The first unit should comprise: (a) Careful drill upon pronunciation. (b) Systematic drill upon the elements of grammar, including the inflection of the articles, the noun, the adjective, the pronoun, the verb, strong and weak, also upon the use of the common prepositions, the simpler use of the modal auxiliaries and elementary rules of syntax and word-order. (c) The reading of from 80 to 100 pages of easy texts, chiefly modern prose, with especial stress laid upon acquiring a good working vocabulary. (d) Abundant practice (1) in oral and written reproduction of the text, (2) in the memorising of colloquial and idiomatic phrases, and (3) in dictation. Thoroughness should be insisted upon rather than quantity. The following texts are recommended: (1) Guerber's *Märchen und Erzählungen I*, (2) Seligmann's *Alles und Neues*, (3) *Glück auf*, (4) the easiest of Grimm's *Märchen*, Gronow, *Jung Deutschland*, Allen's *Daheim*, first part.

The work indicated constitutes 1 unit; recommended to all applicants for admission to the Colleges of Literature, of Science, and of Commerce and Administration. Either this unit or the first unit of French is recommended to applicants for admission to the College of Arts.

2. The second unit calls for from 200 to 250 pages of moderately difficult reading, chiefly prose, with constant practice in oral and written reproduction of selected portions; also drill upon the more difficult chapters of grammar, such as the passive voice, use of cases with prepositions, verbs, adjectives, uses of tenses and modes (especially with the infinitive and subjunctive), likewise upon word-order and word-formation. Credit will not be granted in cases of great deficiency in composition, regardless of the quantity read. The following texts are among those recommended: (a) For reading, Baumbach's *Sommermärchen* and *Waldnovellen*, Leander's *Trümereien*, Zschokke's *Der zerbrochene Krug*, *Das Wirtshaus zu Cransac*, Storm's *Immensee*, Heyse's *L'Arrabbiata*; (b) For composition, Vos's materials for German composition, Stern's *Geschichten vom Rhein*, *Geschichten von deutschen Städten*, Moscher's *Willkommen in Deutschland*, Mesger und Müller *Kreuz und Quer durch Deutsche Lande*.

The work indicated constitutes 1 unit. German 2 or a second unit of French is recommended to applicants for admission to the Colleges of Literature, of Science, and of Commerce and Administration.

3. The third unit calls for: (a) The reading of from 400 to 500 pages of good modern prose stories and plays and the ability to use the language effectively as a means of oral and written expression. (b) Abundant practice in the writing of compositions. Among the texts recommended are Benedix' *Der Prozess*, Die *Hochseilreise*, Moser's *Der Bibliothekar*, Wilbrandt's *Jugendliebe*, Manley and Allen's *Four German Comedies*, Storm's *Pole Poppenspäler*, Riehl's *Fluch der Schönheit*, Sudermann's *Frau Sorge*, Freytag's *Die Journalisten*, Ernst's *Flachmann als Erzieher*.

This unit is recommended to candidates for the Colleges of Literature, of Science, and of Commerce and Administration.

Students who receive credit for 1 unit of German on admission will begin with course 3: Intermediate German.

Those who receive credit for 2 units will begin with course 4: Elementary German Composition. With the approval of the instructor in each case a student may be transferred to German 5: Modern Prose Readings.

Those who receive credit for 3 units will, with the approval of the instructor, begin with course 11: Aufsätze und Stilübungen, the first of the Senior College courses.

Those who receive credit for 4 units will begin with a Senior College course in German Literature. However, any student found deficient in German composition will, on recommendation of the Department, be required to take German 11, which will not yield college credit unless it can be shown that the fourth unit in the secondary school included the equivalent of a Senior College major in German Literature.

ENGLISH

A maximum of 4 units of entrance credit is given by the University, and less than 3 units will not be accepted. To satisfy the requirements a student must have

A. In Composition

1. The ability to organize a composition properly and to write English—clear, grammatical, and to some extent effective; the ability, for example, to express, in written tests in the classroom, ideas drawn from any study which the student may be pursuing.

B. In Literature

1. Some definite knowledge of the history of English Literature from the time of Chaucer.

2. The ability to read intelligently good English poetry and prose. This includes an understanding of the fundamental principles of meter, and some knowledge of the principles of structure of the novel, the essay, and the play.

It should be noted: (a) that although a total of not more than 450 hours of prepared work is required, a part of the work in English should be given in each of the four years of the preparatory school; (b) that the division of this work between literature and composition is left to the judgment of the individual preparatory school; (c) that no *specific* reading is required. For the convenience of teachers, however, both the "general list" and the "intensive list" of English classics are subjoined, and it is presumed that teachers will be governed largely by these lists; (d) that the University reserves the right to withdraw one or more units of credit from students whose work in English in the Junior Colleges is found to be seriously defective; (e) that candidates whose credentials show work in English beyond the requirements specified above may be exempted from Junior College course 1.

GENERAL LIST

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under group I.

Group I—Classics in Translation (two to be selected): *The Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books i, ii, iii, iv, v, xv, xvi, xvii; the *Iliad*, with the omission if desired, of Books xi, xiii, xiv, xv, xvii, xxi; Virgil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

Group II—Shakspere: *Midsummer-Night's Dream*; *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *The Tempest*; *Romeo and Juliet*; *King John*; *Richard II*; *Richard III*; *Henry V*; *Coriolanus*; *Julius Caesar*; *Macbeth*; *Hamlet* (if not chosen for intensive study).

Group III—Prose Fiction: Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield*; Frances Burney (Madame d'Arblay), *Evelina*; Scott's novels, any one; Jane Austen's novels, any one; Maria Edgeworth, *Castle Rackrent* or *The Absentee*; Dickens' novels, any one; Thackeray's novels, any one; George Eliot's novels, any one; Mrs. Gaskell, *Cranford*; Kingsley, *Westward Hol* or *Hereward the Wake*; Reade, *The Cloister and the Hearth*; Blackmore, *Lorna Doone*; Hughes, *Tom Brown's School Days*; Stevenson, any one; Cooper's novels, any one; Poe, *Selected Tales*; Hawthorne, any one; a collection of short stories by various standard writers.

Group IV—Essays, Biography, Etc.: Addison and Steele, *The Sir Roger de Coverley Papers*, or Selections from the *Tatler* and *Spectator* (about 200 pages); Boswell, selections from the *Life of Johnson* (about 200 pages); Franklin, *Autobiography*; Irving, selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith*; Southey, *Life of Nelson*; Lamb, selections from the *Essays of Elia* (about 100 pages); Lockhart, selections from the *Life of Scott* (about 200 pages); Thackeray, lectures on *Swift*, *Addison*, and *Steele* in the *English Humorists*; Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*; Trevelyan, selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies*, or *Selections* (about 150 pages); Dana, *Two Years before the Mast*; Lincoln, *Selections* including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail*; Thoreau, *Walden*; Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table*; Stevenson, *An Inland Voyage and Travels with a Donkey*; Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on "Improving Natural Knowledge," "A Liberal Education," and "A Piece of Chalk"; a collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V—Poetry: Palgrave's *Golden Treasury* (First Series), Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury* (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Traveller* and *The Deserted Village*; Pope, *The Rape of the Lock*; a collection of English and Scottish ballads, as for example, "Robin Hood" ballads, "The Battle of Otterburn," "King Estmere," "Young Beichan," "Bewick and Graham," "Sir Patrick Spens," and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron, *Childe Harold*, Canto III or Canto IV, and *Prisoner of Chillon*; Scott, *The Lady of the Lake* or *Marmion*; Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson, *The Princess* or *Gareth and Lynette*, *Lancelot and Elaine*, and *Passing of Arthur*; Browning, "Cavalier Tunes," "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Home Thoughts from Abroad,"

"Home Thoughts from the Sea," "Incident of the French Camp," "Herve Riel," "Pheidippides," "My Last Duchess," "Up at a Villa—Down in the City," "The Italian in England," "The Patriot," "De Gustibus—" "The Pied Piper," "Instans Tyrannus"; Arnold, *Sohrab and Rustum* and *The Forsaken Merman*; selections from American poetry with special attention to Poe, Lowell, Longfellow, and Whittier.

LIST FOR INTENSIVE STUDY

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I—Drama: Shakspeare; *Julius Caesar* or *Macbeth* or *Hamlet*. ✓

Group II—Poetry: Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson, *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's *Golden Treasury* (First Series).

Group III—Oratory: Burke, *Speech on Conciliation with America*; Macaulay's two *Speeches on Copyright*, and Lincoln's *Speech at Cooper Union*; Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*.

Group IV—Essays: Carlyle, *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay, *Life of Johnson*; Emerson, *Essay on Manners*.

BIBLICAL HISTORY AND LITERATURE

1. *The History of the Hebrews from the Establishment of the Kingdom to the Return from the Exile*.—The following texts are recommended as indicating the character of the work required: Price, *Syllabus of Old Testament History*, 8th edition, §§ 50-80; Kent, *History of Hebrew People*, I, §§ 73-169; II, §§ 1-212.

2. *The Life of Jesus*.—The requirement will be met by the study of Burton and Mathews, *Constructive Studies in the Life of Christ*; chaps. 2, 3, 20-27 may, if necessary, be passed over lightly or omitted; or Kent, *The Life and Teachings of Jesus*.

3. *Old Testament Literature*.—Gray, *A Critical Introduction to the Old Testament*, or Robertson, *The Books of the Old Testament*, will indicate the scope and character of the requirement.

4. *New Testament Literature*.—The requirement will be met by the study of Peake, *Critical Introduction to the New Testament*.

The unit consists of 1, 2, and either 3 or 4, at the option of the student. 1 or $\frac{1}{2}$ unit credit is given in this Department only after examination at the University.

MATHEMATICS

The following statements of admission units in Mathematics are to be understood as specifying topics to be covered but not the order or relations in which these topics are to be studied. The University will accept work in which arithmetic, algebra, and geometry are treated simultaneously as phases of one subject—mathematics—and will give credit for any of the following admission units whose topics have all been satisfactorily covered, irrespective of the order in which this has been done, but a full year's work in mathematics will be required for each unit credited.

1a. *Algebra, first course*, covering literal notation; the four fundamental operations for rational algebraic expressions; factoring; determination of

highest common factor and lowest common multiple by factoring; fractions (including simple complex fractions and the elements of ratio, proportion, and variation); linear equations, both numerical and literal, containing one or more unknowns; problems leading to linear equations, square root and radicals as needed in numerical quadratic equations; numerical quadratic equations and problems leading to such equations.

The pupils should be required throughout the course to solve numerous problems which involve putting into equations data and conditions given in words. Many of these problems should be chosen from mensuration, from physics, and from practical life. The treatment should be elementary and concrete, with free use of graphic methods, but should result in definite comprehension and formulation of the algebraic relations involved. 1 unit.

1b. *Algebra, second course*, including a review of the work of the first course; radicals; exponents, including the fractional and the negative; extraction of the square root of numbers and of polynomials; imaginary and complex numbers; general solution of quadratic equations with one unknown, applied to literal as well as numerical coefficients; theory of the quadratic equation with one unknown, including the discriminant and the relation between the roots and the coefficients; simple cases of equations or systems of equations with one or more unknowns that can be solved by the methods of linear or quadratic equations; problems leading to quadratic equations; ratio, proportion, and variation; the binomial formula for positive integral exponents.

Algebra 1b should not be given earlier than the third school year. Work of the first course will not satisfy the requirements of the second course. If Algebra 1b is not offered for admission, it becomes prerequisite for further work in mathematics in college.

All the general directions concerning the first course apply also to the second course, and in addition it may be said that the latter, while proceeding from the particular to the general, from the concrete to the abstract, and making considerable use of graphic methods and illustrations, especially in connection with the solution of single quadratic equations and of systems of equations and in the study of variation, should also give emphasis to the clear statement and formal demonstration of general results. $\frac{1}{2}$ unit.

2. *Plane Geometry*, covering the usual theorems and constructions of good textbooks, including the general properties of rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle. 1 unit.

3. *Solid Geometry*, covering the usual theorems and constructions of good textbooks and including the relations of planes and lines in space; the properties and measurement of prisms, pyramids, the regular solids, cylinders, cones, the sphere, and the spherical triangle. $\frac{1}{2}$ unit.

Course 3 must be given in the third or fourth school year, and will not be given credit if taken in the same school year with course 2. In both 2 and 3 emphasis should be laid on the original demonstration of theorems and the original solution of problems. Applications should be made to geometric problems of practical life. Each of these courses should from time to time treat geometric problems by such algebraic methods as are familiar to the pupil. While accuracy of deductive reasoning and clearness of statement are of prime importance in geometry, the path from the particular to the general, from the concrete to the abstract, may be followed readily and with as much profit in this subject as in algebra. Concrete and inductive approach to abstract and deductive demonstration will be found valuable throughout the work.

4. *Advanced Arithmetic*, including accounting, commercial arithmetic, and allied topics. This must be given as an advanced course and should not precede courses 1a and 2. $\frac{1}{2}$ unit.

5. *Plane Trigonometry*, including the solution of right and oblique triangles, the elementary relation of the trigonometric functions, the use of logarithms, with many practical applications. $\frac{1}{2}$ unit.

ASTRONOMY

The requirements in Astronomy call for a good knowledge of the fundamental facts and principles of astronomy, including the more recent developments in the direction of spectroscopy and photography. $\frac{1}{2}$ unit.

PHYSICS

In order to obtain entrance credit in Physics the applicant must have completed a course in the elements of physics which is equivalent to not less than 150 hours of assigned work. Not less than one-third of the total assignment must have been devoted to laboratory work, two hours of laboratory work being counted as one hour of assignment.

A notebook containing the record of at least 35 laboratory experiments equivalent to those found in the "University of Chicago Recommended List of 50 Laboratory Experiments in Physics for Secondary Schools" is a part of the requirement. 1 unit.

CHEMISTRY

A course in elementary Chemistry as taught in the better class of high and preparatory schools, covering thirty-five to forty weeks, four to five days per week, one-third to one-half of the total assignment being devoted to laboratory work, will afford the necessary preparation. Two hours of laboratory work are reckoned as equivalent to one hour of assignment.

Remsen's, Torrey's, Heesler and Smith's, Newell's, Young's, Linebarger's, and Storer and Lindsay's *Elementary Chemistries* are suitable textbooks for preparation. Smith & Hall's *Teaching of Chemistry and Physics* (Longmans) discusses fully the material and methods approved by the Department. The standard of attainment must be to fit for admission to the special college course in general chemistry (2S) to which this unit is prerequisite. 1 unit.

GEOLOGY

1. *Elementary Physiography*.—The requirement for credit in this course includes: (a) a knowledge of the general facts concerning atmospheric movements, precipitation, temperature, etc., together with the principles governing them; (b) an elementary knowledge of the sea, including the general facts concerning its movements and their causes; and (c) a general knowledge of the earth's features and their mode of origin. $\frac{1}{2}$ unit.

2. *Advanced Physiography*.—For this course more detailed knowledge will be required concerning the topics named above. In addition, the candidate should be familiar with the principles of climatology, the modern doctrines concerning the evolution and history of geographic features, and the distribution of life and its relations to surface conditions. $\frac{1}{2}$ unit.

A unit's credit will be given those who present both 1 and 2. Thorough courses based on such texts as those of Salisbury (*Physiography, Briefer Course*), Gilbert and Brigham, Dryer (*Lessons in Physical Geography*), or Davis meet the requirement for 1 and 2.

3. *Geology*.—The requirement for admission embraces the elementary facts of petrographic, structural, dynamic, and historic geology. Familiarity with the modes of action of geologic agents and clear views of the progress and relations of geological events are essential. A thorough course based on such a book as Blackwelder & Barrows' *Elements of Geology* meets the requirement. $\frac{1}{2}$ unit.

1 and 2, or 1 and 3, may be offered as the second unit of science recommended to candidates for the College of Science.

GEOGRAPHY

Commercial Geography.—For admission credit, a half-year's high-school work should be offered, based upon such texts as Brigham or Adams. This work should cover the general conditions of commerce, the chief commodities of commerce, and the leading commercial countries, with emphasis on the United States. $\frac{1}{2}$ unit.

GENERAL BIOLOGY

The candidate applying for admission credit in General Biology will be required: (a) To submit to the Examiner a notebook consisting of drawings and descriptions of the animals and plants studied and statements of experiments performed (see statement concerning notebook under Physics, above). It is recommended that studies of at least fifteen principal forms be undertaken. These studies may be largely such as do not demand the use of a compound microscope. Attention should be given chiefly to those organisms that can be studied in a living condition. (b) To demonstrate in the college laboratory, under the supervision of college officers, that he possesses some power to observe accurately and intelligently. More stress will be laid on correct observation and on the careful record thereof than upon technical terms. (c) To answer in writing a few general questions on the physiology of plants and lower animals as well as questions on familiar forms, such as the perch, crayfish, grasshopper, moss, fern, some common type of flowering plant, etc. 1 unit.

ZOÖLOGY

For admission credit in Zoölogy, the general character of the work required will be the same as that indicated under General Biology; but in this case the number of animals studied should be increased when 1 unit is sought.

It is recommended that attention be equally divided between (a) natural history and physiology and (b) structure and classification. However, work with primary emphasis on any phase of zoölogy will be accepted. The submission of a notebook is required of all candidates. $\frac{1}{2}$ or 1 unit.

BOTANY

If admission credit in Botany is sought, the preparatory work should consist of the study of types from all the chief divisions of the plant kingdom, including a training in the fundamental principles of morphology, physiology, ecology, and classification. In every case laboratory notebooks (see statement concerning notebook under Physics, above) must be submitted to the Examiner and a written examination passed. $\frac{1}{2}$ or 1 unit.

NOTE.—A maximum of two units of credit may be obtained in General Biology, Zoölogy, and Botany. Any one of these three subjects may be offered as the second unit of science recommended to candidates for the College of Science.

PHYSIOLOGY

The student is expected to be familiar with the facts given in Huxley's *Textbook of Physiology* (revised) or Martin's *Human Body* (briefer course). $\frac{1}{2}$ unit.

DRAWING AND SHOP WORK

Admission credit not to exceed five units may be given in Drawing and Shop Work, provided the high school from which the candidate comes accepts five units in these subjects for its diploma. Each unit must represent not less than 250 hours of work. The University reserves the right to give an examination to test the applicant's standard of attainment in these subjects.

Freehand drawing.—The applicant must possess ability:

1. To make rapid sketches from objects, which shall indicate the perspective appearance, the proportions, and the main characteristics of structure and form.
2. To make as records of observations such drawings as would be appropriate for illustrations to accompany high-school studies in the sciences.
3. To sketch freehand, from specifications, any simple geometric figure.
4. To match with water colors any given color, and to carry a flat wash of color over a given area.

Mechanical drawing.—The applicant must possess ability:

1. From given mechanical drawings of a simple object to make a freehand drawing of the appearance of the objects in perspective.
2. From a simple geometric form or constructed object, to make dimensioned freehand working drawings which furnish data sufficient for a finished instrumental drawing or for the construction of the object.
3. From specifications to make a completed working drawing freehand or instrumental or a sketch of the appearance of the object.

Shop work.—Subject to the conditions mentioned above, the University will accept for admission the following subjects: (1) Carpentry and wood turning; (2) Pattern-making, foundry work, and forging; (3) Machine shop work; and (4) Advanced machine shop work.

HOME ECONOMICS AND HOUSEHOLD ART

Each unit of admission credit must represent a course covering at least 35 weeks with not less than five hours per week, not more than half of the total assignment being devoted to laboratory work. Two hours of laboratory work are the equivalent of one hour of the specified time.

B. ADMISSION TO THE COLLEGES WITH ADVANCED STANDING

Students are granted credit in advance of the admission requirements of the College to which they are admitted on the following conditions, with this proviso: *In case the character of a student's resident work in any subject is such as to create doubt as to the quality of that which preceded, the University explicitly reserves the right to revoke at any time any credit assigned on certificate, and to exact examination in the same.*

I. COLLEGE CREDIT FOR PREPARATORY WORK

Students who have completed fifteen units of preparatory work at a high grade, and are able advantageously to begin, while still in the high school, the accumulation of college credits, are encouraged to do so under the supervision of the College Dean, with whom it is very desirable that the student confer before entering on the advanced school work. Claims for advanced standing, based on an excess of preparatory work from a co-operating school, are presented to the University Examiner and may be allowed at the rate of one major for each half-unit of excess under the following provisions:

1. A student whose excess work has been pursued on the advice and under the supervision of the College Dean will receive full college credit (one major for each half-unit) if he maintains during the first two quarters of his work at the University an average standing of B or better. If he maintains an average of C or B— but less than B his excess high-school work shall receive one-half college credit only. If he falls below C no college credit will be allowed.

2. Other claims if presented to the University Examiner during the first year of residence may, upon the recommendation of the principal and the approval of the departments concerned, be allowed under the same scholarship requirements as set forth in paragraph 1.

II. COLLEGE CREDIT FOR COLLEGE WORK

Claims for credit on account of college work done elsewhere are presented to the Examiner. In case a possible applicant merely wishes information, the

Examiner will furnish an estimate, based upon the inquirer's own statement, when the necessary data (indicated upon a blank supplied by the University Examiner) are furnished. Estimates cannot be furnished unless this statement is clear and complete.

1. *Evidence required.*—Before actual admission the applicant must present an official certificate showing: (a) that he has been honorably dismissed; (b) what admission requirements were satisfied by him in the college from which he comes (for this purpose in addition to the certificate, a catalogue of date concurrent with his admission may be needed from all but the best-known institutions); (c) a transcript of his college record, showing (1) by subjects the credit in the unit used for record and the time (weeks and hours per week) given to each, (2) the number of such units required for graduation, and (3) in general or specifically the grade of his scholarship; (d) the duration of his attendance.

2. *Proposed and actual credits.*—When the required data are furnished the Examiner issues to the accepted applicant a *Course Book* showing the number and distribution of the proposed credits. This is presented to the Dean of the College in which he registers as evidence of admission and probable credit. Credit so listed is provisional and is formally confirmed by the Board of Admissions only in case the applicant during his first two quarters of residence at the University completes six majors of work with an average grade of C or better.

3. *Amount of credits.*—A student transferring from a standard college is given the same standing in the Colleges of the University, provided that his preparatory work was equivalent to the admission requirements of the University; otherwise advanced work will be carried back to cover the preparatory deficiencies, at the rate of one major (five term-hours, three and one-third semester-hours) for each half-unit. The maximum credit allowed does not exceed normal credit obtainable in the same time at the University, i.e., three majors a quarter. If the baccalaureate degree is sought, the total credit does not exceed 27 majors, three quarters of resident work being the minimum requirement for a degree.

4. *Presented at outset.*—Applicants specify at the outset all claims for credit. Except by special action of the Board of Admissions, *no claim not so presented will be considered after the formal determination of credit* unless the work on which it is based was done after the previous claim was filed.

5. *Private work.*—Students are not permitted to gain credit by examination for work done privately or by correspondence *while in residence* at the University unless written consent to the arrangement is obtained in advance from the Dean and the Departmental Examiner concerned.

6. *Examinations.*—Any claim considered by the Examiner as insufficiently certified is referred by him to the appropriate Departmental Examiner. An official statement regarding the claim is issued to the applicant, who is thus authorized to present the case for adjudication to the Departmental Examiner named thereon. No credits are recorded unless certified on this official credential.

7. *Informal work.*—A mature student may, upon application to the University Examiner setting forth clearly the conditions under which a course of study corresponding to a course offered in the University was pursued under non-institutional direction, be granted permission to take for college credit at such time as it may be offered the regular quarterly examination conducted by the

instructor offering the parallel course in the University. If the examination and such supplementary test as the instructor may require are passed with a grade of C or better, the credit will be recorded when reported by the instructor on the official blank supplied by the University Examiner. The amount of credit gained in such way shall not exceed 9 majors and shall be deducted from the total amount of non-resident work which may be counted toward a degree.

8. *Professional and technical work.*—It is not possible to assign credit for *experience* in the practice of a profession, but with the approval of the dean of the corresponding school of the University credit toward the baccalaureate degree may be allowed for professional courses in Law, Medicine, Education, or Theology, and for courses in Engineering, and in the Fine and Industrial Arts. (For conditions see "College Credit for Professional and Technical Work," p. 113).

9. *Requirements for degrees.*—(See p. 113.)

C. ADMISSION AS UNCLASSIFIED STUDENTS

Persons at least twenty-one years of age, not seeking a degree, may be admitted through the office of the University Examiner to the courses of instruction offered in the University, as unclassified students, on the following conditions:

1. They shall present (a) credentials showing the completion of work equivalent to the admission requirements of the colleges, or (b) evidence of successful experience as a teacher or other valuable educative experience in practical life.

2. Each applicant shall present by certificate or examination evidence of training in English at least equivalent to the admission requirements of the colleges in that subject. This requirement may be waived in the case of foreign students of ability who have a sufficient knowledge of the English language to profit by the instruction offered.

3. They enter the University for the purpose of making a study of a definite subject or group of subjects for which adequate preparation has been received. In case of doubt as to the applicant's ability to pursue successfully the work desired, the approval of the instructor to whose courses admission is sought, or of an official representative of the department concerned, will be required.

4. They shall give satisfactory reason for not classifying and working for a degree.

5. They may not register for elementary courses only, i.e., courses intended primarily for first-year college students.

6. They are subject to the general regulations pertaining to other undergraduates, including attendance at chapel assembly and work in Physical Culture.

7. They are ineligible for public appearance.

D. RELATIONS OF THE UNIVERSITY WITH SECONDARY SCHOOLS

The University desires to promote such correlation of primary, secondary, and collegiate work that contribution may be made from every point of view to the study of educational problems of common interest, and that the utmost economy of educational effort may be attained. With this end in view, the University

attempts to arrange for systematic and intimate relations with preparatory and other secondary schools. The types of relationship possible vary with the circumstances of institutions. In general, they may be classed under the head of *co-operation*.

I. *The Accredited Schools* of the University of Chicago are those secondary schools whose graduates presenting credentials showing the completion of work equal in quantity and quality to the entrance requirements of the Colleges of the University will be admitted on certificate. Such schools are: (1) schools approved by the Board of Admissions of the University of Chicago after inspection by official representatives of the University; or (2) schools accredited by the North Central Association of Secondary Schools and Colleges; or (3) schools approved by the New England College Entrance Certificate Board; or (4) schools outside the territory of the associations above mentioned but approved by a leading state university whose standards of admission are substantially the same as those of the Colleges of the University of Chicago.

II. *The Co-operating Schools* of the University during any collegiate year shall include all schools which have been officially accepted into that relation by the Board of Admissions of the University of Chicago, such acceptance involving the following prerequisites:

1. The school must be a regularly accredited school according to the definition of section I.

2. The school (1) shall have been represented in the last annual conference of the University with its co-operating schools by one or more official delegates; or (2) shall have been represented in the Colleges or Graduate Schools of the University, during the two years preceding, by one or more representatives of its teaching staff; or (3) shall have sent to the University, during the two years preceding, at least one student from its graduating classes who has made a creditable record in the Colleges.

STATEMENT OF THE RELATIONS EXISTING BETWEEN THE UNIVERSITY OF CHICAGO AND CO-OPERATING SECONDARY SCHOOLS

1. Any graduate of a secondary school accredited by the University of Chicago may be admitted to the Colleges on presentation of proper credentials. See p. 93 of this *Register*.

2. The officers of a co-operating school have the privilege of nominating one member of each graduating class for an honor scholarship at the University of Chicago. This does not mean that a scholarship will be granted to each nominee, since the number of available scholarships is always less than the number of candidates offered.

3. Each co-operating school may send to the annual contest in public speaking, occurring at the University of Chicago, one boy and one girl, from the Senior class. The successful contestants are awarded a scholarship for one year in the University of Chicago.

4. Seniors in co-operating schools may in any number enter competitive honor examinations in certain subjects, the successful contestants being entitled to a scholarship in the University for one year. Inquiries concerning these

scholarships, or any other matters involved in the relations of students admitted from co-operating school, should be addressed to THE UNIVERSITY EXAMINER, The University of Chicago.

5. The principal, superintendent, and instructors in co-operating schools are members of the educational conference held annually at the University.

6. Members of the teaching staff of co-operating schools may pursue studies at the University of Chicago in the Summer Quarter at one-half the usual tuition rates.

7. For the purpose of promoting more complete co-operation, representatives of departments in co-operating schools are invited to visit the classrooms of the Junior Colleges. Those wishing to avail themselves of this invitation should notify the Dean of the Faculties and receive from his office a card of identification and introduction.

8. Relations between the University and secondary schools are under the special consideration of a standing committee, consisting of secondary-school officers and members of the University Faculties in equal numbers.

9. Each co-operating school furnishes annually, upon a blank supplied by the University, data concerning studies offered and the teaching staff, and such additional details regarding the school as are called for upon the blank.

In view of possible changes in the administration of a school, the University reserves the right to revoke the certificate of co-operation at any time upon due notice to the school.

The University of Chicago is prepared to encourage any adequately equipped secondary school to extend its work so as to cover the courses now offered in the Freshman and Sophomore years of college. Any high school which is prepared to undertake such work can come into contact with the Junior College officers of the University with a view to organising advanced courses in close consultation with these officers. The present tendency in larger centers to develop public high schools into junior colleges requires the closest co-operation between such schools as are undertaking this kind of work and colleges. The University aims to develop this intimate co-operation with a view to promoting wherever possible the enlargement of the secondary-school curriculum.

Students who have completed 15 units of preparatory work at a high grade and are able advantageously to begin while still in the high school the accumulation of college credits are encouraged to do so. Such students will be required to maintain themselves at a high level after they begin courses in the University itself.

A circular explaining these matters in detail may be had on application to the Director of Co-operation with Secondary Schools.

THE WORK OF THE COLLEGES

The college work is of three kinds: (a) *Required in college* of all candidates for a given degree. (b) *Contingently required* in college, i.e., if not presented on admission. (c) *Elective*: Normally about 18 majors in A.B., Ph.B. (Lit.), and S.B. curricula. This amount may be reduced because the entrance units fail to conform to advised grouping (p. 94).

A. THE JUNIOR COLLEGES

I. GENERAL INFORMATION

1. *The Junior Colleges* include the first and second years of residence. After completing the requirements of the Junior Colleges and receiving the title of Associate, students pass for their third and fourth years to the Senior Colleges.

2. *Chapel assembly*.—Students in the Junior Colleges meet in chapel assembly, men on Mondays, and women on Tuesdays, at 10:15 A.M. Attendance is required.

3. *Honorable mention*.—On the completion of the work of the Junior Colleges *honorable mention* is made of all students whose records reach a standard fixed by the Faculty of the Junior Colleges on the system of marking adopted by the University.

II. REQUIREMENTS FOR THE ASSOCIATE'S TITLE

During his first two years the student is required to take:

1. Two majors of English (courses 1 and 3). English 1 must be taken in the first quarter of residence.

2. A "continuation group" of three consecutive majors taken in the first year, which, unless by special exception granted by the Dean, continues the work of either his principal or secondary admission group or of a subject in which he took one unit in the Senior year of high school. Careful consideration should be given to the choice of these courses.

3. Enough majors in each of the following "distribution groups" to make his total (high school + college) credit in each group four majors (=2 units):

I. Philosophy, History, and Social Science: Departments I-VI.

II. Language other than English (all 4 majors in one language), Departments XI-XIV.

III. Mathematics: Department XVII.

IV. Science: Departments XVIII-XXVIII.

Limited Credit.—Certain Junior College courses are subject to the following limitation of credit: (a) Full credit is given only when these courses are taken among a student's first 18 majors, and the total number so taken may not exceed 9. (b) After a student has credit for 18 majors but less than 27, these courses will be credited at one-half major each; after he has credit for 27 majors they will not be credited at all, but any course may be taken, with the consent of the Dean, on payment of the fee, presumably as a fourth course.

The student receives the title of Associate and is admitted to the Senior Colleges when he has, (1) completed 18 majors of work with at least 32 grade-points including the fulfilment of the specified requirements as listed above; (2) fulfilled any extra requirements imposed on account either of excessive absence or defective work in English; (3) fulfilled the requirement in Physical Culture (6 quarters, 4 half-hours a week).

B. THE SENIOR COLLEGES

I. GENERAL INFORMATION

1. *Chapel assembly*.—Students in the Senior Colleges meet in chapel assembly Wednesdays at 10:15 A.M. Attendance is required.

2. *Scholarships*.—For scholarships and other aid to students, see p. 88.

3. *Honors in the Senior Colleges.*—The Bachelor's degree is awarded with honors to each student who has grade-points according to the following scale:

Majors of credit received in the University	Average of grade-points per major taken
a) 36	3½
b) last 27	4
c) last 18	4½
d) last 9	5

provided, in cases b), c), d), that the average in previous work is not lower than 2 grade-points per major taken.

Honors in departments are awarded to each student who has at graduation an average of 3½ grade-points per major taken in the University, and credit for 6 majors of Senior College work in a department with an average therein of 4½ grade-points, or 9 such majors in related departments with the same average provided that in the judgment of the Dean the 9 majors form a coherent group of studies.

Special honors are awarded to candidates who complete with distinction certain additional work prescribed by the department. This may be performed by the election of a fourth course during each of not more than five quarters, which shall not count toward a degree, nor require an additional fee.

Membership in the Phi Beta Kappa society is conferred for high scholarship upon Senior College students who have been in residence for at least six quarters, the grade demanded being considerably higher than that required for graduation with honors. Membership is determined by vote of the chapter, no initiative being taken by the student.

4. *College credit for professional and technical work.*—Credit toward the academic Bachelor's degree may be allowed for professional courses in Law, Education, Medicine, or Divinity, and for courses in Engineering and in the Fine and Industrial Arts, on the following conditions: (a) The amount of work which may be credited is an approved sequence of not less than 3 nor more than 9 (in Medicine, 18) majors, not all of which need be professional or specialized courses. (b) No course may be credited unless preceded by those fundamental subjects a knowledge of which is prerequisite to its proper development. (c) Not more than one-third of a sequence may be in subjects devoted to the development of technique.

Students who plan to pursue professional work in the Divinity School, the Law School, or the Medical Courses are enabled to shorten considerably the time required to secure the collegiate and the professional degrees under a plan which counts toward the Bachelor's degree certain work in the professional schools. Thus the last year of residence as an undergraduate may be used entirely for professional work in the Law or Divinity Schools, and the last two years for work in Medicine, provided that all college requirements for the Bachelor's degree have been satisfied. The details of these arrangements may be learned by consulting the special *Circulars of Information* of the Professional Schools.

II. REQUIREMENTS FOR A BACHELOR'S DEGREE

The Bachelor's degree is conferred when the student has completed 36 majors, and obtained at least 72 grade-points. These 36 majors shall include one principal sequence of at least 9 coherent and progressive majors taken in

and the thesis in complete form must be submitted to the department at least four weeks before the degree is conferred.

d) Five printed or typewritten copies (including one bound copy) must be deposited in the General Library, and receipt from the Library for these copies must be filed with the Bureau of Records not less than seven days before graduation.

e) A satisfactory examination on the work taken for the degree.

II. THE DEGREE OF DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is given, not on the basis of the completion of a certain amount of time spent upon a specified program, but as the recognition and mark of high attainments and ability in the candidate's chosen province, shown first by the production of a thesis evincing the power of independent investigation and forming an actual contribution to existing knowledge, and secondly, by the passing of examinations covering the general field of the candidate's subjects, with more minuteness in the case of the principal subject, and with less minuteness in the case of the secondary subject or subjects. This degree is granted in all departments under the following conditions:

1. *Candidacy*.—Any member of the Graduate Schools who has been in attendance one quarter or more, whose undergraduate course is equivalent to that required for a Bachelor's degree in the University of Chicago,¹ whose thesis subject has been accepted by the principal department, and who has a reading knowledge of French and German (which must be certified by the heads of those departments at least nine months before the student presents himself for examination in his major subject) may, on recommendation by the principal department in which he wishes to take his degree, be enrolled, by vote of the Faculties of the Graduate Schools, as a candidate for the Doctor's degree. Application for admission to candidacy must be on the blank provided for the purpose. This blank may be obtained by the applicant at the Deans' Office, and the application must be on file in that office before the close of the quarter preceding that when the degree is conferred.

2. *Requirements*.—Students thus accepted as candidates will be given the Doctor's degree on the fulfilment of the following requirements:

a) At least three years of resident graduate work, in pursuance of an accepted course of study. The course in question must include one principal and either one or two secondary subjects. The amount of work required in the secondary subject or subjects is nine majors. Candidates should arrange this work as early as possible with the heads of the departments in which the major and minor subjects are taken.

b) A satisfactory final examination upon the work done in preparation for the degree.

c) The presentation of a satisfactory printed thesis upon a subject which has been approved by the head of the department in which the principal part of the candidate's work has been done.

d) A good command of literary expression and such knowledge of subjects considered fundamental as may be prescribed by the several departments.

¹ Attention is particularly called to the fact that the term "equivalent" in this connection refers to quantity only. It does not affect the question of the specific degree (Arts or Science) to which a given student's work would lead.

e) Candidates for the degree of Doctor of Philosophy may not, as a rule, take more than two-thirds of their work in one department, and may not take work which is to count toward the degree in more than three departments.

Work done in other universities.—Graduate work done in another university will be accepted as equivalent to resident work in the University of Chicago, provided the institution in which the work was done is of high standing, and sufficient evidence is furnished that the particular work was satisfactorily performed. Work done in other universities will not ordinarily count for more than one and one-half years of residence work in the University; but the degree of Doctor of Philosophy may, in exceptional cases, be granted after one year of residence.

NOTE.—In order to avoid misunderstandings, candidates for higher degrees should consult with their Deans concerning all technical requirements for such degrees, before application is made for admission to candidacy.

3. *Thesis.*—a) Each student is required to prepare a thesis upon some question connected with his principal subject. This production must constitute an actual contribution to knowledge. Its subject must be submitted for approval to the head of the department at least twelve months before the date of the final examination.

b) The thesis must be submitted to the department in typewritten form at least one month before the date of the final examination.

c) Before the meeting of the Graduate Faculties at which the degree is to be recommended, a typewritten copy of the thesis, together with a certificate signed by the head or acting head of the department that the copy, as submitted, is accepted for publication as the candidate's thesis for the Doctor's degree, shall be filed in the office of the Deans of the Graduate Schools. Said copy may not be withdrawn from the office of the Deans of the Graduate Schools until the required one hundred printed copies are deposited in the General Library.

d) The candidate shall deposit in the office of the Deans of the Graduate Schools a contract in legal form to the effect that he will furnish the General Library with one hundred copies (including two bound in half-roan). These hundred copies must be separate prints, and must contain no other material. In title-page, cover, format, and stock they must fulfil the requirements mentioned below.

e) Any one of the following three methods may then be followed:

(1) A signed statement may be filed in the Graduate Office from a publishing agency approved as to its technical efficiency by the University Press, and also as to its professional responsibility by the department concerned, that the thesis has been received and accepted for publication; or

(2) The candidate may deposit with the Business Manager of the University, Room 1, Press Building, a legal financial guaranty sufficient to enable the University Press to print the required one hundred copies, including the binding of two copies in half-roan. This guaranty shall mature at the expiration of two years from the date of the conferring of the degree; or

(3) The candidate may at his own cost secure publication of the thesis in the form prescribed by the University, in which case the degree will be conferred only after the delivery of the required one hundred copies to the General Library.

f) In the title-page required for all theses the official name of the University shall be placed at the head of the title-page, and the name of the department to

The University of Chicago

(Title) _____

A DISSERTATION
SUBMITTED TO THE FACULTY
OF THE
(GRADUATE SCHOOL OF ARTS AND LITERATURE)
OF
(OGDEN GRADUATE SCHOOL OF SCIENCE)
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

(DEPARTMENT OF _____)

BY(Name of Author) _____

19_____

which the thesis is offered shall be designated in parentheses after the statement that the thesis is offered in candidacy for the degree of Doctor of Philosophy. The proper form is as shown on p. 118.

g) Except in the case of the bound copies, the cover shall be identical in content with the title-page. A proof of the title-page and cover should be submitted to the Librarian before the copies of the thesis are made.

h) (1) In general, the format of the thesis shall be in accordance with the following specifications:

(a) The dimensions of the letter press shall be $4\frac{1}{2} \times 6\frac{1}{2}$, to be printed on stock the exterior dimensions of which shall be $6\frac{1}{2} \times 9\frac{1}{2}$, trimmed.

(b) The stock shall be $27\frac{1}{2} \times 39$, 75 lb.

(2) When the character of the material is such as to require a larger page the format shall be in accordance with the following specifications:

(a) The dimensions of the letter press shall be $5\frac{1}{2} \times 7\frac{1}{2}$, to be printed on stock the exterior dimensions of which shall be $8\frac{1}{2} \times 11\frac{1}{2}$, trimmed.

(b) The stock shall be 24×36 , 70 lb.

(3) When the nature of the subject makes it probable that the circulation of the thesis will be materially increased if it is brought out as a book, the format shall be in accordance with the following specifications:

(a) The dimensions of the letter press shall be $3\frac{1}{2} \times 5\frac{1}{2}$, to be printed on stock the exterior dimensions of which shall be $5 \times 7\frac{1}{2}$, trimmed.

(b) The stock shall be 24×36 , 70 lb.

For form see p. 118.

4. *Final examination.*—After admission to candidacy the student may present himself for examination in his secondary subject or subjects as soon as he has fulfilled the requirements of the department or departments concerned. He may present himself for the examination in his principal subject, or in both principal and secondary subjects if the examination in the latter has not been taken in advance, as soon as he has fulfilled the requirements of the department or departments concerned. The examination will be conducted by a committee consisting of the members of the principal departments concerned, an appointed representative of the secondary department, or a representative of each of them if there are two, or any other members of the secondary department who may choose to attend, and a member of some other department appointed by the Deans of the Graduate Schools.

If the examinations in the secondary subjects are separated, they may not be held in the same quarter, or within two months of each other.

The candidate is required to prepare a typewritten or printed brief of his work, including an analysis of the thesis, and to file six copies of the same with his Dean for distribution to the committee one week before the time set for the examination. In the case of the examination in the secondary department, the statement should include the work in this department, and the statement for the final examination should include the work of both departments.

C. FELLOWSHIPS

1. *The University Fellowships.*—The University appropriates annually the amount of twenty-one thousand five hundred dollars (\$21,500) for Fellowships

in the Graduate Schools and \$2,700 in the Divinity School. These Fellowships are awarded by the Trustees, upon the recommendation of the President and the nomination of particular departments, to graduate students who desire to pursue advanced work in some special line. About seventy Fellowships, ranging in individual value from \$120, or tuition fees for three quarters, to \$520, are assigned each year.

The University asks of its Fellows a modicum of service, consisting of work (a) as an instructor; (b) as an assistant in reading examination papers; (c) as an assistant on a University journal; or (d) as an assistant in one of the departmental laboratories, museums, or libraries. In no case is a Fellow expected to devote so much time to the work here indicated as to interfere seriously with his own study.

Each Fellow makes a written report to the Dean at the beginning of each quarter. This report outlines his work as a student, and the work assigned to him as an officer of the University for the current quarter, and is indorsed by the Head of the Department. The report blanks may be procured at the Information Office.

2. *Applications for Fellowships.*—Applications for Fellowships should be addressed to the Deans of the Graduate Schools of the University, and should be in their hands on or before March 1.

3. *Appointments to Fellowships.*—

a) *Date.*—The annual assignment of Fellowships is made early in April. A Fellowship is available for any three of the four quarters, beginning with the Summer Quarter, following the date of appointment.

b) *Attainments required.*—The candidate must have attained proficiency in some department. In general, he should have spent at least one year in resident study after receiving his Bachelor's degree. In making the appointment, special weight is given to theses indicating the candidate's ability to conduct original investigation.

4. *Special Fellowships.*—In addition to the regular University Fellowships mentioned above, there are special Fellowships offered by individuals. These vary somewhat in number and amount from year to year. At present they are as follows:

a) *The Bucknell Fellowship*, yielding \$400, offered by Mr. Charles Miller, of Franklin, Pa., is open to graduates of Bucknell University. The appointment to this Fellowship is made by the faculty of Bucknell University.

b) *The Joseph B. Loewenthal Fellowship in Chemistry*, endowed by Mr. Berthold Loewenthal, of Chicago, as a memorial of his son, Joseph B. Loewenthal. It yields about \$400 to the incumbent annually appointed, and is awarded on the nomination of the Department of Chemistry and the recommendation of the President of the University.

c) *The Gustavus F. Swift Fellowship in Chemistry*, endowed by Mrs. Gustavus F. Swift, Chicago, as a memorial of her husband, Gustavus F. Swift. It yields about \$520 to the incumbent annually appointed, and is awarded for especial ability in research on the nomination of the Department of Chemistry and the recommendation of the President of the University.

I. THE DEPARTMENT OF PHILOSOPHY

OFFICERS OF INSTRUCTION

JAMES HAYDEN TUFTS, PH.D., LL.D., Professor and Head of the Department of Philosophy.

GEORGE HERBERT MEAD, A.B., Professor of Philosophy.

ADDISON WEBSTER MOORE, PH.D., Professor of Philosophy.

EDWARD SCRIBNER AMES, PH.D., Assistant Professor of Philosophy.

JOHN FORSYTH CRAWFORD, PH.D., Professor of Philosophy, Beloit College, Wisconsin (Summer, 1915).

HARRY ALLEN OVERSTREET, A.B., Sc.B. (Oxon), Professor of Philosophy, College of the City of New York (Summer, 1915).

FRANK CHAPMAN SHARP, PH.D., Professor of Philosophy, University of Wisconsin (Summer, 1915).

INSTRUCTORS IN OTHER DEPARTMENTS OFFERING INSTRUCTION IN THIS DEPARTMENT

PAUL SHOREY, PH.D., LL.D., LITT.D., Professor and Head of the Department of the Greek Language and Literature.

WILLARD CLARK GORE, PH.D., Assistant Professor of Psychology.

WALTER EUGENE CLARK, PH.D., Instructor in Sanskrit and Indo-European Comparative Philology.

FELLOWS, 1915-16

ESTHER CRANE, A.M.

JACOB ROBERT KANTOR, PH.B.

PEARL MARGARET DANIELS, PH.B.

COLIN ALLEN MCPHEETERS, A.B.

JOSEPH ROY GEIGER, A.M.

INTRODUCTORY

The primary aim of the Department is to give training in the methods of philosophic inquiry, reflection, and statement, and thus to equip competent teachers and investigators in the various branches. The Department aims to train specialists, but only upon the basis of an adequate general knowledge. Candidates for the Doctor's degree are required to select for special attention, and to make some particular investigation in, one of the four fields of Logic and Metaphysics, History of Philosophy, Aesthetics, Ethics; but this specialization presupposes sufficient knowledge of the other branches, and also of Psychology, to enable one to direct, and if necessary to undertake, teaching in them.

In the second place, it is believed that, in the existing state of life, Philosophy has much of value for those who do not intend to specialize in it. It is doubtful if there ever was a time when Philosophy lay so close to the various sciences, social, historical, and biological, on the one side, and to the requirements of practical life, on the other, as at present. The organization of courses in the Department is intended to recognize, for example, the relation of Logic to mathematics, and to the social and natural sciences, of the History of Philosophy to literature and to political and economic history; of Ethics to the economic, social, and political

sciences, as well as to preparation for the ministry, law, and journalism; and of Aesthetics to literature and art.

Students in other departments who are expecting to take Philosophy as a subsidiary subject for the Master's or Doctor's degree should see the head of the Department at once after coming into University residence, and arrange for this work in advance. Nine majors are usually required where Philosophy is the minor subject for the Doctor's degree. The equivalents of the elementary courses in Psychology, Ethics, and Logic are required as antecedents. Work will be assigned according as the principal work is in literary, scientific, or historical and social lines.

A student presenting himself for the Doctor's degree with Philosophy as the chief subject will be required to have the equivalents of courses 4-6 in the History of Philosophy, and at least three courses in Psychology; the latter may be either experimental or general, or a suitable combination of the two. He may further specialize, as already indicated, in the History of Philosophy, Ethics, Aesthetics, and Logic and Metaphysics.

In case the antecedent work in elementary Psychology, Logic, and Ethics, and the History of Philosophy does not come up to the proper standard, the candidate for an advanced degree will be required to take the undergraduate work in these subjects. As a rule, students coming from institutions where advanced work in Philosophy is not provided will find it advantageous to do some review work here.

SEQUENCES

1A, Logic of Discourse; 1B, Logic; 2, Elementary Ethics; 3, Introduction to Philosophy; 4, Greek Philosophy; 5, Modern Philosophy; 6, Nineteenth-Century Philosophy; 7, Aesthetics; 9, Philosophy of Nature; 40, Evolution of Morality; 42, Social and Political Philosophy; IA-1, 36, Psychology; IB-4, 5, History of Education; II-15, 16, History of Economics; III-15 History of Political Theory; VI-3, Social Origins; XI-29, 35, 37, Plato; XIX-25, History of Physical Science; XXII-46, Organic Evolution.

PRINCIPAL SEQUENCES

a) Three introductory majors selected from the following courses: 1A, 1B, 2, 3, 7, IA-1. The sequence may begin with any one of these except course 3, which must be preceded by two majors.

b) Three majors in the History of Philosophy: from courses 4, 5, 6, 42.

c) Three majors selected from (1) courses in the Department open to Seniors, or (2) with the consent of the Department and the Dean from other departments which offer courses of cognate character, e.g., Advanced Psychology, History of Education, History of Economic Theory, Political Theory, Social Origins, Social Philosophy, Plato, Lucretius, History of Physical Sciences, Organic Evolution.

SECONDARY SEQUENCES

a) Three introductory majors selected from a) above.

b) Three majors to be selected with the consent of the Department and the Dean with reference to the student's principal sequence. The following are recommended:

Courses in the History of Philosophy, Evolution of Morality, or Aesthetics, when the principal sequence is in Psychology or Education.

Courses in Social Psychology, Development of Modern Thought, Social and Political Philosophy, Evolution of Morality, Psychology of Religion, when the principal sequence is in Economics, Political Science, History, and Sociology.

Courses in the History of Philosophy and Aesthetics, when the principal sequence is in Greek or Latin.

Courses in Philosophy of Nature, Modern Philosophy, Logic, and Metaphysics, when the principal sequence is in Science or Mathematics.

COURSES OF INSTRUCTION

I. INTRODUCTORY COURSES

Students may begin work in the Department with IA, IB, or 2 of these introductory courses, or with course 7 (p. 127). Elementary Psychology is recommended as a preliminary for course 2, and is a prerequisite for course 7. These courses may be taken by students in the Junior Colleges who have completed nine majors (for course 1) or twelve majors (for courses 2 and 3).

References to courses in other departments are indicated by Roman numerals: IA—Psychology; VI—Sociology; XI—Greek.

1A. Logic of Discourse.—An elementary course dealing especially with the application of logic to argument. Mj. Winter, PROFESSOR MOORE. [Not given in 1915-16.]

1B. Logic.—In this course the subject is presented from the point of view of the general method of thinking and of scientific procedure. Mj. Spring, ASSISTANT PROFESSOR GORE.

2. Elementary Ethics.—A study of moral origins is followed by an analysis of the moral consciousness and of certain present problems of social morality. Mj. Autumn, sec. a, 8:15, PROFESSOR TUFTS; sec. b, 10:45, PROFESSOR MEAD; Winter, 8:15, ASSISTANT PROFESSOR AMES; Spring, sec. a, 9:15, PROFESSOR MOORE.

2A. Business Ethics.—A study of professional and business codes, the laws of fair competition, fair compensation, and the general ethical principles underlying business life. M. Summer, Second Term, 10:30, PROFESSOR SHARP.

3. Introduction to Philosophy.—While the course serves as an introduction to further work in philosophy, the primary aim will be to meet the need of the general student who wishes to gain a method and point of view for considering the meaning of the world and of human life. The interpretations offered by religion, art, science, and philosophy will be related. The influence of modern scientific method, and of the concept of evolution upon present views of nature, of conduct, and of institutions will receive particular attention. Prerequisite: two courses in the Department, or one in Psychology and one in the Department. Mj. Winter, PROFESSOR TUFTS.

II. COURSES IN THE HISTORY OF PHILOSOPHY

4. History of Greek Philosophy.—(1) A survey of the history of thought, considered in its relations to the sciences, to literature, and to social and political conditions; and (2) an introduction to philosophy through a more careful study of some of the most important systems. Windelband's *History of Philosophy* with lectures, and readings from Plato and Aristotle. For the Senior Colleges and Graduate Schools. Mj. Autumn, 10:45, PROFESSOR MOORE.

5. Modern Philosophy.—A general survey of the philosophic development from Bacon and Descartes to Kant. Lectures on the relation between the philosophical and the political, religious, and scientific movements, with assigned readings of selections from authors discussed. For Senior College and graduate students. Mj. Summer, 11:30, PROFESSOR CRAWFORD; Winter, 10:45, ASSISTANT PROFESSOR AMES.

6. Movements of Thought in the Nineteenth Century.—The thought of the century will be traced not only in its more formal philosophic aspects, but also as represented in literary and scientific movements. Romanticism, Idealism, Positivism, Transcendentalism, Utilitarianism, and the Doctrine of Evolution will be treated. Mj. Spring, 10:45, PROFESSOR MEAD.

8. Philosophy of the Concept of Evolution.—A historical and critical study of the metaphysical, logical, ethical, and religious implications of the doctrines of evolution. M. Summer, First Term, 9:00, PROFESSOR MOORE.

14. The Problem of Stoicism, Epicureanism, and Later Skepticism.—Plato's and Aristotle's treatment of the practical problems in the relation of the individual and the state; the change in relation of the individual and state in the Hellenic period, and consequent shift in philosophic interest; expressions of this change in the main doctrines of Stoicism, Epicureanism, and later Skepticism. M. Summer, Second Term, PROFESSOR MEAD.

15. Philosophy and the Early Renaissance.—A study of the influences which led to philosophical revival in the eleventh and twelfth centuries, e.g., the Crusades, the contact with the Moors in Spain, increase in commerce, national and municipal political movements, and fuller acquaintance with Aristotle. Conceptualism growing out of the thinking of Abelard, and the beginnings of scientific interest culminating in Roger Bacon will be the especial centers of interest in the course. Mj. PROFESSOR MEAD. [Not given in 1915-16.]

16. Cartesianism, with especial reference to the system of Spinoza. Mj. ASSISTANT PROFESSOR GORE. [Not given in 1915-16.]

17. History of Scientific Concepts—Ancient.—The topics of this course will be: the earliest attempted control over nature by human society, as indicated in the magic of Babylonia and Egypt; the rise of Babylonian and Egyptian systems of astronomical and geometrical reckoning; their generalization and elaboration into the mathematical science of the ancient world; the contents and functions of scientific concepts in the thought of the ancient world. Mj. PROFESSOR MEAD. [Not given in 1915-16.]

18. History of Scientific Concepts—Modern.—The topics of this course will be: the attitude of the mediaeval world toward nature as determined by the theology of the church, the authority of Aristotle, and the validity of the experience of the individual; the conditions leading up to the birth of the science of dynamics; the new scientific technique and concepts for which Galileo was responsible; their elaboration during the period ending with Newton; the character of the elements into which the different modern sciences have analyzed their materials, and the character of the objects which they have constructed by their hypotheses. Mj. Winter, 11:45, PROFESSOR MEAD. [Not given in 1915-16.]

19, 20, 21. Rationalism and Empiricism.—The development of these fundamental *motifs* will be followed from the beginning of the modern period to the present. The course especially aims at an acquaintance with the writings of the chief representatives of Rationalism and Empiricism and with the relations of these motives to the contemporaneous scientific, religious, and political interests. The first half of the course will deal with the pre-Kantian, the second half with the Kantian and post-Kantian development. For graduate students. 3Mjs. Autumn, Winter, Spring, 11:45, PROFESSORS MEAD, MOORE, AND TUFTS.

22, 23. The Philosophy of Kant.—A critical discussion of Kant's Philosophy as a system, and in its relations to previous and subsequent thought. *The Critique of Pure Reason* will be studied in the Autumn; *The Critiques of Practical Reason and of Judgment* in the Winter. [Not given in 1915-16, see courses 20, 21.]

24. Introduction to Hegel's Logic.—The position of logic in the critical philosophy of Kant; logical implications in the common attitude of post-Kantian idealistic systems; the determination of the general lines of this logic by Hegel. M. Summer, Second Term, 8:00, PROFESSOR MEAD.

26. Philosophy of English Liberalism.—Associational psychology, empirical logic, and utilitarian ethics as developed by Mill, Bentham, and Spencer will be studied as reflecting, and as contributing to, the liberal movement in England; and also with reference to criticisms of Carlyle, Green, and Bradley. The course will conclude with a study of the "radical empiricism" of James. Mj. Autumn, 8:15, ASSISTANT PROFESSOR GORE.

28. Some Present Aspects of Philosophy.—A consideration of some of the central problems involved in current philosophical movements—idealism, neo-realism, pragmatism, and Bergsonism. For graduate students. M. Summer, First Term, 8:00, PROFESSOR MOORE.

X, 15. Hindu Philosophy.—This course will trace the growth of philosophic thought in India from the Rig Veda through the Upanishads to the six great philosophical systems. Especial attention will be paid to the Vedanta, the Sainkhya, and the Yoga systems. Mj. Winter, 9:15, DR. CLARK.

Attention of students in the History of Philosophy is also called to the following courses in other departments which deal with the history of thought: Psychology, 20-32, History of Psychology; Political Economy, 10,13, History of Political Economy; Sociology, 72, Introduction to Sociology, 74-76, Evolution of the Social Sciences in the Nineteenth Century; Comparative Religion, 6, 11-17, History of the Philosophy of Religion; Semitic Languages, 139, Rabbinical Philosophy, 196, Philosophical Literature of the Arabians; Greek, 63-65, Plato, 66-68, Stoicism and Epicureanism in Ancient Literature and Life; Physics, 25, History of Science (Physical).

III. COURSES IN LOGIC AND METAPHYSICS

NOTE.—See also courses 17, 18, 22-28 above.

30. The Logic of Science.—The formation of the scientific judgment will be discussed in the following aspects: the problem; the gathering of the data; the formation of the hypothesis; verification; and practice. Mj. Spring, 11:45, PROFESSOR MEAD. [Not given in 1915-16.]

31. The Logic of the Social Sciences.—The methods actually in use in the historical and social sciences will be discussed in their relation to the theory of inference. The discussion will follow Wundt's treatment in the second volume of his *Logic*, certain chapters in Karl Pearson's *Grammar of Science*, portions of Jevons' *Principles of Science*, and other collateral material. Mj. PROFESSOR MEAD. [Not given in 1915-16.]

32. The Logic of the Physical and Biological Sciences.—The two problems considered in this course will be the function of mathematics in the determination of the objects of the physical sciences, and the implications of evolution as scientific hypothesis. PROFESSOR MEAD. [Not given in 1915-16.]

34A, B, C. Seminar: Modern Logical Theory.—The course will trace in the development of modern logical theory (1) the different conceptions of the general nature and function of thought with (2) the corresponding interpretations of the logical functions; idea, judgment, inference; hypothesis, induction, deduction, and verification. Beginning with Lotze and Mill the course will follow the development to the present time, showing the modifications of logical theory made by the conception of evolution, the pragmatic and the neo-realistic movements. For graduate students. 3Mjs. Autumn, Winter, Spring, Tu., 3:30-5:30, PROFESSOR MOORE.

35. Seminar: Hegel's Logic.—This course presupposes a fundamental study of Kant, and leads up to the study of modern logical theory. Wallace's translation of Hegel's *Logik* will be used. The aim of the course will be to enable the student to follow out as sympathetically as possible the structure of Hegel's thought, and to recognise the problems that have appeared with Hegel's conception of Logic, and the limitations of Hegel's method in dealing with them. Mj. Spring, 1917, M., 4:00-6:00, PROFESSOR MOORE.

IV. COURSES IN ETHICS AND RELIGION

40. Evolution of Morality.—A study of the historical development of the moral life and of moral standards in relation to the social, economic, and political conditions, and also to custom, law, and religion. Mj. Spring, 1917, PROFESSOR TUFTS.

42. Advanced Ethics.—The problems of the meaning of right, the nature of conscience, the existence of a universal standard, and the nature of the standard, as presented in the writings of the classical British moralists. For graduate students. M. Second Term, 9:00, PROFESSOR SHARP.

44. Social and Political Philosophy.—Typical problems of social organization and progress will be considered with especial reference to the standpoints of individualism and socialism. The conceptions of freedom, justice, rights, and democracy will be studied with reference to present economic, industrial, and legal conditions. For graduate students. Mj. Winter, 8:15, PROFESSOR TUFTS.

44A. Social Philosophy.—A general survey and analysis of the concepts fundamental to the several social sciences for the purpose of gaining a constructive view of the social function and scope of human personality. M. Summer, First Term, 10:45, PROFESSOR OVERSTREET.

44B. Philosophy of Politics.—An intensive study of political government from the point of view of its relation to human ideals. The prevalent shifting of emphasis as to sovereignty, representation, administration, nationalism, racialism, militarism, will be examined and evaluated. An analysis will be made of the more constructive type of democracy which is in process of development. M. Summer, First Term, 11:30, PROFESSOR OVERSTREET.

IA, 13. Social Psychology.—Mj. Spring, 10:45, PROFESSOR MEAD.

48. Seminar: Ethical Theory.—A critical and constructive treatment of present problems of ethical theory, based on a study of Sidgwick, Green, Moore, and other recent authors. 2Mjs. Autumn, Winter, M., 3:30-5:30, PROFESSOR TUFTS.

51. Seminar: Moral Education.—A general consideration of the processes and agencies of moral development in the race and the individual, with special investigation of existing or proposed agencies of the school, such as corporate life, methods of study and discipline, subject-matter of the curriculum, specific moral instruction. Mj. Spring, PROFESSOR TUFTS.

60. Psychology of Religion.—A study of the impulses, habits, and beliefs in religious experience; the place and function of ceremonials, sacrifice, prayer, myth; various forms of personal and organized religion: conversion, beliefs, institutional types and tendencies. Mj. Autumn, 8:15, ASSISTANT PROFESSOR AMES.

61. Metaphysics of Religion.—A survey of the main concepts of the great historical religions with a view to their origin and function; e.g., creation, providence, evil, sin, redemption, spirits, gods. Mj. ASSISTANT PROFESSOR AMES. [Not given in 1915-16.]

62. Psychology of Religious Groups.—M. ASSISTANT PROFESSOR AMES. [Not given in 1915-16.]

63. The Psychology of Mysticism.—A description and analysis of several historical types of mysticism and an interpretation in terms of recent social and individual psychology. M. ASSISTANT PROFESSOR AMES. [Not given in 1915-16.]

VI, 96. The Ethics of Sociology.—See Sociology 96. Mj. Spring, PROFESSOR SMALL.

Attention of students in Ethics and Social Philosophy is also invited to the following courses in other departments which deal with the laws of social conditions: Political Economy, 4, 5, 41-46, Labor and Capital; Sociology, 53, The Family, 56, Industrials, 57-58, Social Amelioration, 74-76, Evolution of the Social Sciences, 95, Conflict of Classes, 96, Ethics of Sociology.

V. COURSES IN AESTHETICS

7. Aesthetics.—An introduction to the history and theory of Aesthetics. The two aspects of the aesthetic field, viz., appreciation, or criticism, and artistic production, will be analyzed, and their leading categories studied with reference both to their psychological origin, and to their historic relations in the development of art. For Senior College students. Prerequisite: Introductory Psychology. Mj. Spring, 8: 15, PROFESSOR TUFTS.

Attention of students in Aesthetics is called to the following courses in other departments: History of Art, 1-11, Oriental, Greek, and Roman Art, 24-40, Modern Painting and Sculpture; Sociology, 29, Art and the Artist Class; Greek, 54, Lectures on the Literary Criticism and Rhetoric of the Ancients, 55, Seminar; Literary Criticism and Rhetoric of the Ancients; General Literature, Courses in Comparative Literature and the Theory of Literature; also to the courses in Music, Drawing and Painting, and Plastic Art, in the College of Education.

VI. RESEARCH COURSES

52, 53, 54. Research Courses.—Advanced courses in Ethics, Aesthetics, Philosophy of Science, Logic, and Metaphysics, for students prepared to undertake independent or semi-independent work, will be directed by instructors of the Department.

IA. THE DEPARTMENT OF PSYCHOLOGY

OFFICERS OF INSTRUCTION

JAMES ROWLAND ANGELL, A.M., Professor and Head of the Department of Psychology; Director of the Psychological Laboratory; Dean of the Faculties of Arts, Literature, and Science.

HARVEY CARR, Ph.D., Assistant Professor of Experimental Psychology.

JOSEPH WANTON HAYES, Ph.D., Instructor in Psychology.

HARRY DEXTER KITSON, A.M., Associate in Psychology.

ELLSWORTH FARIS, Ph.D., Instructor in Psychology (Summer, 1915).

INSTRUCTORS IN OTHER DEPARTMENTS OFFERING COURSES IN THIS DEPARTMENT

GEORGE HERBERT MEAD, A.B., Professor of Philosophy.

CHARLES HUBBARD JUDD, Ph.D., Professor and Head of the Department of Education; Director of the School of Education.

WILLIAM ISAAC THOMAS, Ph.D., Professor of Sociology.

HERMAN CAMPBELL STEVENS, Ph.D., M.D., Associate Professor of Education.

WILLARD CLARK GORE, Ph.D., Assistant Professor of Psychology.

EDWARD SCRIBNER AMES, Ph.D., Assistant Professor of Philosophy.

FRANK NUGENT FREEMAN, Ph.D., Instructor in Educational Psychology.

FELLOWS, 1915-16

ADA HART ARLITT, A.B.

LOUIS AUGUSTUS PECKSTEIN, A.B.

EDWARD SAFFORD JONES, A.B.

BEARDSLEY RUMI, S.B.

CONRAD LUN KJERSTAD, A.B.

INTRODUCTORY

The courses in the Department are planned with three purposes in view: (1) to meet the needs of undergraduate students who desire an intelligent acquaintance with the general principles of Psychology and their bearing upon the

larger social and scientific interests of modern life; (2) to afford adequate discipline for students who wish to employ Psychology as a basis for higher work in philosophy, education, the biological and social sciences; (3) to furnish a sound and symmetrical training for teachers, investigators, and specialists in the various branches of psychological science.

The fellowships at the disposal of the Department are intended for persons who give promise of distinction in research work.

Candidates for the Doctor's degree in Psychology are advised in all cases to have the equivalents of courses 2-5 in the Department of Philosophy. When the principal work falls within the lines of Experimental Psychology, or Comparative Psychology, the candidate will be expected to have the equivalents of the elementary courses in Neurology and either Physiology or Zoölogy.

Students in other departments who expect to make Psychology a secondary subject for any of the higher degrees should consult with the head of the Department, immediately after entering upon residence. The amount of work required in such cases depends upon the previous training of the candidates. From six to nine majors are commonly necessary.

SEQUENCES

1, Introductory Psychology; 2, 3, 4, Experimental Psychology; 5, Demonstration Course; 6, General Methods; 7, Abnormal Psychology; 10, Comparative Psychology; 19, Psychology of Religion; 36, Advanced Systematic Psychology. From other departments, XXIII-16, Neurology; XXIV-14, Physiology of Nervous System; IB-66, Educational Psychology; IB-69, Child-Study; IB-79, Genetic Psychology; VI-3, Social Origins; I-2, Ethics; I-5, History of Modern Philosophy; I-6, Thought in the Nineteenth Century; I-7, Aesthetics.

PRINCIPAL SEQUENCES¹

- a) IA-1.
- b) XXIII-16.

Students interested in Biology may add XXIV-14 and drop either *f*) or *i*) below.

c) IA-5. For this may be substituted, with the consent of the Dean, courses IA-2, 3, or 4.

- d) IA-7.
- e) IA-19.

f) IB-66, or VI-3, or both; in the latter case the requirement under *i*) is canceled.

- g*) IA-36.
- h*) IA-10.

i) Choice among the following: IB-69, IB-79, and whichever course under VI has not been previously taken.

SECONDARY SEQUENCES

a) For students whose long sequence is in Philosophy: courses 1, 5 (or with consent of Dean 2, 3, or 4), 7, 19, 36, 10.

¹ Course 1 must precede all other courses and should be taken during the second year of residence. The course in Systematic Psychology (IA-36) should be taken during the final year of residence, otherwise the order of courses as announced, although advised, is not prescribed.

- b) For students whose long sequence is in Education: courses 1, XXIII-16, A-5 (or with consent of Dean 2, 3, or 4), 7, 10, 36, or VI-3.
- c) For students whose long sequence is in Historical or Social Science: courses 1, 5 (or with consent of Dean 2, 3, or 4), 7, 10 (or 36), I-2, I-5 (or I-6).
- d) For students whose long sequence is in any one of the language departments, the same as the preceding except that for course 10 is to be substituted I-7.
- e) For students whose long sequence is in Science and especially in Biology: courses 1, 5 (or with the consent of Dean 2, 3, or 4), 7, 10, VI-3, IB-66.
- Students in this group who have not taken Elementary Neurology (XXIII-16) should substitute it for IB-66.

The Psychological Laboratory occupies two buildings of its own: one at 5728 Ellis Avenue, and the other at 5704 Ellis Avenue. The former contains recitation rooms, libraries, and research rooms for graduate students. The latter is devoted entirely to animal psychology.

The facilities for work in animal psychology are peculiarly good and the equipment for such work, already among the best to be found anywhere, is being rapidly enlarged. The collection of general apparatus ranks among the most extensive in the country and is designed to afford opportunity for thorough training in accepted methods of research and to supply the necessary means for investigation. New apparatus required for research is promptly furnished. The results of all approved investigations appear either in the *Psychological Review* or in other publications of repute.

COURSES OF INSTRUCTION

I. INTRODUCTORY COURSES

1. Introductory Psychology.—Repeated every quarter. Mj. every Quarter. Summer, 9:00, ASSISTANT PROFESSOR CARR AND DR. HAYES. Autumn, 3 sections: 9:15, 10:45, 1:30; Winter, 9:15; Spring, 9:15.

NOTE.—This course is a prerequisite for all other courses in the Department and may be taken by students in the Junior Colleges who have completed nine majors of work.

2, 3, 4. Experimental Psychology.—Training course. This course is designed to afford students preliminary training for independent research and for teaching this branch. It is distinctly a laboratory course. Students specializing in psychology are advised to take this course immediately after the completion of course 1. The course may be entered at the beginning of any of the three quarters. The work is, however, closely connected, and the Department strongly recommends adherence to the regular sequence, as indicated in the course numbers. 3Mjs. Autumn, Winter, and Spring. Lectures, 2:30-3:30; laboratory work, 2:30-4:30, ASSISTANT PROFESSOR CARR.

NOTE.—Lectures and laboratory work occur on different days.

Course 2: Will be given to the study of visual sensations, introduced by a general presentation of psychological methods, and an outline sketch of the operations of the nervous system. Autumn.

Course 3: Will be devoted to the study of auditory, cutaneous, kinaesthetic, gustatory, and olfactory sensations. Winter.

Course 4: Will consider the application of experimental methods to the study of the more complex processes of consciousness. Spring.

NOTE.—These three courses are given in rotation in successive summers, so that the year's work may be obtained by students who are in residence only in the summer.

5. Outlines of Experimental Psychology (A Demonstration Course).—This course is intended to give students a general introductory acquaintance

with the methods and results of experimental psychology. Lectures, class demonstrations, assigned readings, with opportunity for individual experimental work. Should not be taken by students expecting to elect courses 2-4. Prerequisite: course 1. Mj. Winter, DR. HAYES.

7. Abnormal Psychology.—A study of the variants of normal consciousness involved in hysteria, multiple personality, dreams, hypnotism, mediumistic phenomena, etc., with particular reference to their bearing on normal mental processes. Mj. Autumn, DR. HAYES.

8. Psychology of Business Procedure.—A study of the applications of psychology to advertising, salesmanship, vocational efficiency, etc. Prerequisite: Psychology 1, or its equivalent. Mj. Spring, MR. KITSON.

II. COMPARATIVE, SOCIAL, EDUCATIONAL, AND GENETIC COURSES

10. Experimental Comparative Psychology.—Work in the laboratory, and conferences. The larger part of the time will be devoted to a consideration of the behavior of the higher vertebrate organisms. Senior College and graduate students. Hours to be arranged. Open after consultation with instructor. Mj. Spring, ASSISTANT PROFESSOR CARR.

10A. Comparative Psychology.—This course covers more briefly the ground traversed in course 10, but without laboratory work. M. Summer, Second Term, ASSISTANT PROFESSOR CARR.

12. Mental Development in the Race.—See Sociology 31. Mj. PROFESSOR THOMAS.

13. Social Psychology.—Mj. Winter, PROFESSOR MEAD; M. Summer, DR. FARIS.

14. Psychology of Divergent Types.—See Sociology 32. Mj. PROFESSOR THOMAS.

19. Psychology of Religion.—A study of the typical phases of religious consciousness. Mj. Spring, ASSISTANT PROFESSOR AMES.

19A. Psychology of Religious Groups.—M. Summer, First Term, ASSISTANT PROFESSOR AMES.

III. ADVANCED EXPERIMENTAL COURSES

20, 21, 22. Experimental Psychology (Advanced Course).—This course is primarily intended for purposes of investigation. Selected problems will be assigned to individual students. It may, however, be employed for securing technical drill in advanced methods either within the field of qualitative or quantitative experimentation upon human consciousness, or within that of animal psychology. 3Mjs. Autumn, Winter, and Spring, ASSISTANT PROFESSOR CARR.

23. Psychophysics Methods.—Lectures and laboratory work. The more familiar forms of procedure for quantitative study of the psychical processes will be discussed and illustrated. Prerequisite: 1 major in Experimental Psychology. Mj. Winter, 8:15, ASSISTANT PROFESSOR CARR.

24. Visual Space Perception (Advanced Course).—Consists of lectures, reading, and laboratory work. For graduate students. Prerequisite: courses 1, 2, 3, and 4. Mj. Spring, ASSISTANT PROFESSOR CARR.

IV. ADVANCED THEORETICAL COURSES

30. History of British Psychology.—A critical and expository examination of the more important writers. Mj. Autumn, 9:15, PROFESSOR ANGELL.

31. History of German Psychology.—The principal German psychologists since Leibnitz will be discussed and criticized. Ability to read German is extremely desirable for students who intend to take this course. Mj. Winter, 9:15, PROFESSOR ANGELL.

32. American and French Psychologists.—Selected works of representative writers will be studied with special reference to the securing of information concerning the origins and national traits of French and American psychology. For graduate students. Mj. Spring, 9: 15, PROFESSOR ANGELL.

36. Advanced Systematic Psychology.—A critical and constructive presentation of systematic general psychology. Prerequisite: 24 majors, including 3 majors in Psychology. Mj. Winter, ———.

39. Journal Club.—Autumn, Winter, and Spring. Credit will be given in accordance with the amount of work performed. Hours to be arranged.

V. COURSES IN EDUCATION

IB, 65. Psychology of High-School Subjects.—For graduate students. Mj. Winter, PROFESSOR JUDD.

IB, 66. Elementary Educational Psychology.—For undergraduate students. M. Summer, First Term, PROFESSOR JUDD; repeated M. Second Term, ASSISTANT PROFESSOR FREEMAN; Mj. Autumn, ASSISTANT PROFESSOR FREEMAN; Spring, PROFESSOR JUDD.

IB, 67. Advanced Educational Psychology: Higher Mental Processes.—Primarily for graduate students. M. Summer, First Term; Mj. Spring, PROFESSOR JUDD.

IB, 70. Advanced Child-Study.—Primarily for graduate students. Mj. Winter, ASSISTANT PROFESSOR FREEMAN.

IB, 71. Introductory Laboratory Course in Experimental Education.—For graduate students. Mj. Summer (or M. First Term); Mj. Autumn, ASSISTANT PROFESSOR FREEMAN.

IB, 73. Psychopathic, Retarded, and Mentally Deficient Children.—For graduate students. DM. Summer, First Term; Mj. Autumn and Winter, ASSOCIATE PROFESSOR STEVENS.

IB, 74. Psychopathic, Retarded, and Mentally Deficient Children (continued).—For graduate students. Mj. Winter, ASSOCIATE PROFESSOR STEVENS.

IB, 75. Research Problems in Mental Deficiency.—Prerequisite: courses 73, 74. For graduate students. Mj. Spring, ASSOCIATE PROFESSOR STEVENS.

IB. THE DEPARTMENT OF EDUCATION

OFFICERS OF INSTRUCTION

CHARLES HUBBARD JUDD, Ph.D., LL.D., Director of the School of Education; Professor and Head of the Department of Education.

SAMUEL CHESTER PARKER, A.M., Dean of the College of Education; Professor of Education.

FRANKLIN WINSLOW JOHNSON, A.M., Principal of the University High School; Lecturer in Secondary Education.

NATHANIEL BUTLER, A.M., LL.D., Professor of Education.

WALTER SARGENT, Professor of Education in Relation to Fine and Industrial Arts.

JAMES HAYDEN TUFTS, Ph.D., LL.D., Professor and Head of the Department of Philosophy.

FRANK MITCHELL LEAVITT, Associate Professor of Industrial Education and Supervisor of Industrial Education.

HERMAN CAMPBELL STEVENS, Ph.D., M.D., Associate Professor of Education.

JOHN FRANKLIN BOBBITT, Ph.D., Assistant Professor of School Administration.

FRANK NUGENT FREEMAN, PH.D., Assistant Professor of Educational Psychology.
 WILLARD CLARK GORE, PH.D., Assistant Professor of Psychology.

MARCUS WILSON JERNEGAN, PH.D., Assistant Professor of the History of Education.

WILLIAM SCOTT GRAY, A.M., Instructor in Education.

HAROLD ORDWAY RUGG, PH.D., Instructor in Education.

JAMES REED YOUNG, A.M., Instructor in Education.

CARTER ALEXANDER, A.M., PH.D., Professor of School Administration, George Peabody College for Teachers (Summer, 1915).

WERRETT WALLACE CHARTERS, PH.D., Dean, School of Education, University of Missouri (Summer, 1915).

ARRESTES W. NOLAN, S.M., Assistant Professor, Department of Agriculture, University of Illinois.

GUY FRED WELLS, PH.D., Head of the Department of Education, Rhode Island State Normal School (Summer, 1915).

FELLOWS, 1915-16

GEORGE SYLVESTER COUNTS, A.B.

JOSEPHINE HARRIET MACLATCHY, A.M.

JOSEPH FRANCIS GONNELLY, PH.B.

HERSCHEL THURMAN MANUEL, A.B.

LEONARD VINCENT KOOS, A.M.

BENJAMIN FLOYD PITTINGER, A.M.

INTRODUCTORY

The courses in this Department are designed to meet the needs of three types of students:

First, students who are preparing to teach educational courses in normal schools, colleges, and universities may here specialize and carry on research work leading to the Doctor's degree.

Second, students who are preparing to do practical work along the lines of school supervision and administration may secure through these courses training in the methods of scientific investigation of educational problems which will prepare them to take up their practical situations and formulate their reports in the light of the best current practices. Administrative officers are thus trained to organize schools in a scientific way.

Third, students who have specialized in other departments, such as history, mathematics, science, etc., and are intending to use training in these special departments for purposes of instruction in secondary schools or higher institutions may secure in general courses in education that acquaintance with school organization and school problems which will aid them in formulating the material in their specialties.

SEQUENCES

The Department of Education is divided into four subdivisions, as indicated by the italicized headings in the following outline of the courses offered.

1, Introduction to Education, *Courses in the History of Education*: 4, History of Modern Elementary Education; 5, History of Modern Secondary Education; 10, Introduction to History of American Education; 15, History of American Education; 17, American Colonial Education; 18, History of Education in the United States. *Courses in Social and Administrative Aspects of Education*: 34, Educational Administration: Instructional and Supervisory Aspects;

35, Educational Administration: General Supervisory and Material Aspects; 36, High-School Administration; 41, Foreign School Systems; 46, Curriculum; 47, Curriculum (continued); 49, Problems in High-School Administration; 50, Social Aspects of Education; 56, General Principles of Fine and Industrial Art; 57, Industrial Education in Public Schools; 59, Vocational Guidance. *Courses in Educational Psychology*: 65, Psychology of High-School Subjects; 66, Elementary Educational Psychology; 67, Advanced Educational Psychology: Higher Mental Processes; 67A, Advanced Educational Psychology: Science and Art; 68, Individual Psychology; 69, Elementary Child-Study; 70, Advanced Child-Study; 71, Introductory Laboratory Course in Experimental Education; 72, Statistical Method as Applied to Educational Problems; 73 and 74, Psychopathic, Retarded, and Mentally Deficient Children; 75, Research Problems in Mental Deficiency; 76, Experimental Education: Survey of Results; 77, Education Tests; 79, Genetic Psychology; 83, Experimental and Statistical Problems in Education. *Courses in Educational Method*: 85, General Principles of Method; 86, Principles of Method for Elementary Teachers; 87, Principles of Method for High-School Teachers; 89, Criticism and Supervision of Teaching; 91, Development of Modern Methods of Teaching in Elementary Schools; 95, Practice Teaching.

STANDARD SEQUENCE FOR UNDERGRADUATES IN THE COLLEGES OF ARTS, LITERATURE,
AND SCIENCE

The following short sequence of courses is recommended for students in the Colleges of Arts, Literature, and Science who expect to teach in high schools:

- a) Psychology 1, Introductory Psychology.
- b) Education 1, Introduction to Education.
- c) Education 87, Principles of Method for High-School Teachers, Prerequisite: one major in Education or Psychology.
- d) Education 41, European School Systems. Prerequisite: two majors in Education or one in Psychology and one in Education;
Or Education 5, History of Modern Secondary Education. Prerequisite: 12 majors of college credit.
- e) The Theory of Teaching History, or English, or Mathematics, or Science in High Schools (see special departments in the College of Education).
- f) Practice Teaching (History 95, or English 95, or Mathematics 95, or Natural Science 95). Prerequisite: two majors in the Department of Education and satisfactory academic preparation including one course in the theory of teaching the special subject;
Or Education 65, The Psychology of High-School Subjects. Prerequisite: three majors in Education or Psychology.

A short sequence of the foregoing type is of distinct professional and economic advantage to the prospective high-school teacher. It may be increased to a long sequence by the addition of other courses in the Department of Education: The selection of these courses will depend upon the vocational plans of the students. In general, however, undergraduates who have not had experience in teaching are not advised to take a long sequence in Education, but rather to spend their time securing broad training in the subject-matter of a considerable number of studies which they may be called upon to teach in high school.

Experienced teachers who have had elementary courses in Education should consult the Dean of the College of Education concerning the arrangement of sequences preparatory to teaching in normal schools or to administrative work in school systems. For sequences in the other departments in the College of Education see the Announcement of the School of Education.

The Graduate Department of Education is equipped with laboratory facilities of a special type to carry on investigations in experimental education and in psychopathology. For the latter purpose a special laboratory has been set aside and connections have been established with various organizations in the city which supply to this laboratory enough clinical material to give students practical experience.

In addition to these special laboratories the Department of Education is in a position to utilize the laboratory schools of the School of Education for purposes of tests, experimentation, and observation. The laboratory schools include a kindergarten, primary school, and secondary school of sufficient size and variety of courses and organization to give opportunity for complete observation of school work. In addition the undergraduate department is conducted in such a way as to contribute to the training of students who are to teach either in normal schools or in college departments of education. The undergraduate department thus constitutes from the point of view of the graduate department an additional laboratory for educational research.

The records of the University are also accessible at all times to students who are carrying on investigations with regard to scholarship in different institutions.

Students may not enter upon graduate work in education unless they have completed introductory courses of an undergraduate grade. Three such introductory courses will be required of all candidates for advanced degrees in this Department. If these courses have not been taken in the undergraduate course of the candidate, additional majors to cover the deficiency will be required for the degree.

Fellowships are available in the Department, but in general these can be awarded only to candidates who have completed one year of graduate work. Scholarships are available for candidates of high grade who are candidates for the Master's degree. The advanced degrees conferred in the Department are the Master's degree and degree of Doctor of Philosophy. The theses required for these degrees may be either historical, statistical, or experimental, but in general a requirement will be imposed for both Master's and Doctor's degrees that these theses represent ability to carry on independent research work. Candidates for the Master's degree should secure from the office of the Department mimeographed directions concerning the preparation of Masters' essays in this department.

For a complete statement concerning the opportunities afforded by the School of Education the reader should secure the annual Announcement of that division of the University, a copy of which will be sent upon request.

The numbers inserted in black type after the names of the courses indicate roughly the degree of difficulty or advancement of the course. (1) indicates an elementary course; (2) indicates an intermediate course which should be preceded by at least one course in education or psychology; (3) indicates an advanced or specialized course.

COURSES OF INSTRUCTION

1. Introduction to Education (1).—A course of lectures, readings, and discussions introducing the students to the general problems of education, and to the sources of information and methods that lead to a scientific study of them. The best course with which to begin work in the Department. Required of all students in the College of Education. Mj. Autumn, sec. a, sec. b, PROFESSOR JUDD, MR. RUGG, AND MR. YOUNG; Winter, PROFESSOR JUDD AND MR. GRAY; Spring, MR. RUGG.

THE HISTORY OF EDUCATION

4. History of Modern Elementary Education (1).—A brief review of mediaeval social life in the fourteenth and fifteenth centuries is made and a brief survey of the development of vernacular schools in mediaeval cities. The following topics are then studied: the influence of the Reformation upon the development of school systems and practices; the development of modern social forces, including nationalities, vernacular literatures, natural sciences, and democracy; the consequent and gradual secularization of social life and education; the revolutionary developments during the nineteenth century in public elementary-school systems and elementary-school practices. An elementary introductory course consisting of class discussions based on assigned readings. No prerequisites. Mj. Spring, MR. YOUNG.

5. History of Modern Secondary Education (2).—The course opens with a survey of social conditions in Europe in the twelfth to the seventeenth century and the organization and development of Latin grammar schools to meet certain of these conditions. Modifications of these schools to meet new social needs resulting from changing economic, political, and intellectual conditions in the eighteenth and nineteenth centuries are traced. Special attention is given to the development of American Latin grammar schools, academies, and high schools in comparison with their European counterparts. Prerequisite: 12 majors of college credit. M. Summer, First Term; Mj. Autumn, MR. YOUNG.

10. Introduction to History of American Education (2).—A brief review of European social and educational conditions in the sixteenth and seventeenth centuries, particularly in England and Holland, is made in order to secure a background for the study of American colonial conditions. The following topics are then studied: the transplanting of European educational institutions and practices and their modification to meet colonial needs; comparisons of general social conditions in the several colonies and the resulting contrasts in educational development; the development of a few typical and contrasting state systems; the influence of the development of the factory system and the growth of large cities during the nineteenth century. For Senior College students. Prerequisite: 1 major in Education. Mj. Spring, MR. YOUNG.

10A. History of American Elementary Education (2).—A survey of the development of our system of elementary education from class, charity, and private schools to schools which are universal, free, and public. Emphasis will be placed upon the evolution of school practices and methods, and an outline of the principal developments in the curriculum will be given. The work will be based upon a syllabus and assigned readings. For graduate and Senior College students. Limited to 50. M. Summer, First Term, MR. YOUNG.

10B. History of American Educational Institutions (2).—A study of the development of educational institutions as one phase of the history of American education: the establishment of schools, their control, general characteristics, the functions which they served, relation to each other and to changing social conditions, etc. The following subjects, considered in their relations to the larger topics are representative of those studied: the colonial system of apprenticeship; private schools of the colonial period; the development of the high school; growth of opportunities for the collegiate education of women; the part played by the United States government in the history of American schools; foreign influences. For graduate and Senior College students. M. Summer, Second Term, PROFESSOR WELLS.

10C. History of Curricula and Methods in American Education (2).—A study of the history of American education limited to a consideration of the development of the present curriculum and the methods of teaching employed in the schools of elementary, secondary, and collegiate grades. Typical subjects for study, which will be taken up in their relation to the more general facts, are the decline of the religious element in instruction; the growth of the scientific element; the meaning of the academy in the development of the secondary-school curriculum; changing social demands as a determining factor in the growth of the curriculum; the Lancasterian method of instruction; reforms in methods at the middle of the nineteenth century; the influence of child-study and educational psychology; the development of the laboratory method. For graduate and Senior College students. M. Summer, Second Term, PROFESSOR WELLS.

15. History of American Education (3).—A study of special topics in American Education, restricted to advanced research students capable of original investigation. For graduate students only, on consultation with the instructor. Lectures, reports, and criticisms. Limited to 20. Mj. Summer, (or M. either Term), ASSISTANT PROFESSOR JERNEGAN.

17. American Colonial Education (3).—An advanced course based on the sources, tracing the origin and development of American education to 1783, showing its relation to old world education, and discussing the economic, social, religious, and political factors which influenced the development of colonial educational institutions. Lectures, readings, and original investigations. For graduate students. Mj. Winter, ASSISTANT PROFESSOR JERNEGAN.

18. History of Education in the United States (3).—A study of the development of American education since 1783, continuing course 17, and treated in a similar manner. In both courses the history of elementary, secondary, and higher education is traced, presenting the subject as a phase of our social history. For graduate students. Mj. Spring, ASSISTANT PROFESSOR JERNEGAN.

SOCIAL AND ADMINISTRATIVE ASPECTS

30. Educational Administration: Introductory Survey (2).—This course aims to present a general survey of the field of educational administration for the beginning student. It will include discussion of such topics as: (1) review of certain developing tendencies favoring progress in educational administrations; (2) the state's participation in education; types of schools; units and principles of control; principles by which American school systems may be measured; boards of education; the superintendency; a survey of the fiscal aspects of education; the preparation, certification, training during service and tenure of teachers; the school plant; (3) the administration of instruction: supervision and the inspection of schools; rating of teachers and measurement of teaching efficiency; newer administrative principles of school curricula; classification and promotion systems; extra school activities and relations. For graduate and Senior College students. Mj. Autumn and Spring, MR. RUGG.

32. Educational Administration: Financial Aspects (3).—This course aims to cover a detailed study of the development and present status of school finance: (1) the support of schools, national, state, and local; methods of raising school funds and basis for their apportionment; fiscal position of education in American cities; city school funds and expenditures; the present status of distribution of school moneys; (2) school costs: an analytical and comparative study of general school costs; total costs; general and special per capita costs; curriculum costs; teaching costs; salary schedules; pension systems and teachers' retirement allowances; comparative costs in American cities and towns; (3) school accounting: increasing costs of education and newer movements toward the development of school accounting; financial policies of the schools; budgets; estimates; statements, reports, etc.; critical examination of actual and proposed record forms for use in school accounting. For graduate students. Mj. Winter, MR. RUGG.

34. Educational Administration: Instructional and Supervisory Aspects (3).—This course deals with the organization and methods of management of school systems. For the most part it consists of an examination of the many scientific studies that have appeared in recent years which show the possibility of efficient organization and of scientific supervision. It deals with such topics as: the classification, grading, promotion, retardation, and elimination of pupils; the training, certification, appointment, promotion, training during service, tenure, supervision, etc., of teachers; the course of study, and the widening scope of public education. For graduate students. Mj. Spring, ASSISTANT PROFESSOR BOBBITT.

35. Educational Administration: General Supervisory and Material Aspects (3).—This course is a direct continuation of the preceding one and deals (1) with the more general aspects of organization and supervision as represented by city and state school boards with their various executive agents; and (2) with the material aspects of educational management: school finance, methods of accounting, salary schedules, pensions, buildings, grounds, sanitation, textbooks, and school supplies. The work will consist of investigations of actual conditions by students; and the examination of the results of recently published scientific investigations. For graduate students. Mj. ASSISTANT PROFESSOR BOBBITT. [Not given in 1915-16.]

35A. Educational Administration: General Supervisory and Material Aspects (2).—A study of the organization of school systems, with particular reference to city schools. Topics: American ideals back of our school systems; education a function of the state; boards of education; the office of superintendent; financing school systems; general organization of the teaching staff; material equipment essential for good work; kinds of schools and courses; co-ordination of educational resources of a community; records and reports; presentations of school data to influence the public; measuring the efficiency of a school system for purposes of improvement. Throughout the emphasis will be upon presenting the results of statistical and experimental studies, and of descriptions of actual achievements. For graduate and Senior College students. M. Summer, First Term, PROFESSOR ALEXANDER.

36. High-School Administration (3).—This course deals with the practical problems of high-school administration including the relation of the high school to the elementary school and to the college; statistical studies as tests of efficiency; the making of curricula and of programs; the reorganization of the material of secondary education; social organization; moral instruction and training. The material of the course is definitely related to actual school conditions, particularly in the University High School. Primarily for graduate students. Mj. Winter, PRINCIPAL JOHNSON.

37. Problems in High-School Administration (2).—A study will be made of the fundamental conception of the secondary school and its differentiation from other types of institutions. The school is regarded as charged with a three-fold function of training for work, for civic and other social relations, and for leisure. The organization, equipment, and administration of the school will be considered in its intellectual, physical, and moral aspects, involving a study of the principles underlying the curriculum, the grounds upon which vocational studies and exercises in the high school are to be justified; the place of moral and religious training in the secular school will be discussed. A term paper embodying a study of an educational problem will be required of those who expect graduate credit. For Senior College and graduate students. Pre-requisite: Elementary Psychology and 1 major in Education. Mj. Summer, (or M. either Term); Mj. Spring, PROFESSOR BUTLER.

38. Rural Education (2).—A course adapted to county superintendents and others engaged in administration and supervision of rural education. Organized to give graduate credit in Education. Lectures, assigned readings, reports, and conferences. For graduate and Senior College students. M. Summer, First Term; repeated M. Second Term, ASSISTANT PROFESSOR NOLAN.

41. Foreign School Systems (2).—The course will be devoted mainly to a study of the schools of Germany, England, and France, tracing the historical development of existing systems of elementary and secondary education as expressions of the religious, social, and industrial ideas that have dominated the people, with especial emphasis upon the influence on public education of ecclesiasticism, humanism, realism, and nationalism, and a study is made of the present tendencies. Short comparative studies will also be made of the situation in certain other European and oriental countries. For graduate and Senior College students. Mj. Summer (or M. either Term); Mj. Autumn, PROFESSOR BUTLER.

46. Curriculum (2).—This course deals with the organization of the public-school curriculum as related to social conditions and social needs. It gives detailed attention to the increasingly insistent demands for courses that will definitely meet the needs of vocation, health, civic life, family life, social intercourse, moral conduct, and leisure occupations. The present rapid transformation of traditional studies is considered in relation to these definite social demands. Actual instances are discussed of what appears to be the most advanced experimentation in the adaptation of the curriculum to the community needs. The course applies to the work of grammar grades and high school. For graduate and Senior College students. Mj. Summer (or M. either Term); Mj. Winter, ASSISTANT PROFESSOR BOBBITT.

47. Curriculum (continued) (3).—The preceding course deals with the organization of the curriculum in its general outlines, and attempts to develop supervisory perspective. The present course attempts to fill in details, based upon a study of (1) actual courses of study in progressive school systems; (2) the pedagogical suggestions of educational leaders; (3) the organization of subjects as found in successful textbooks; and (4) social analyses of community needs. For graduate students. Mj. Spring, ASSISTANT PROFESSOR BOBBITT.

50. Social Aspects of Education (2).—Studies in the institutional aspects of education with especial reference to the responses of schools to new social and industrial demands. Social aspects of mental development. The school as a social center; adult education and the wider use of the school plant for social purposes. The corporate life of the school in relation to moral training. For Senior College and graduate students. Mj. Autumn, ASSISTANT PROFESSOR GORE. [Not given in 1915-16.]

56. General Principles of Fine and Industrial Art (2).—A course of lectures and reading to show the educational values of freehand drawing, constructive work, design, and art, and their relation to each other and to the general course of study in elementary and high schools. It is planned for students of education, superintendents and directors, and special teachers of drawing and manual training. Mj. Summer (or M. either Term); Mj. Winter, PROFESSOR SARGENT.

57. Industrial Education in Public Schools (2).—This course includes a discussion of the history and status of industrial education in the United States; pertinent lessons to be learned from foreign systems; attitude of organized labor: relation to manual training; attitude of employers of labor; legislation; experiments by private philanthropic institutions, industrial corporations, and public schools; articulation with the present school system, vocational guidance. For graduate and Senior College students. Mj. Summer (or M. either Term); Mj. Autumn, ASSOCIATE PROFESSOR LEAVITT.

59. Vocational Guidance (2).—The course includes a survey of the recent rapid development of the various organizations, within and outside of the schools, for securing a more rational adjustment between education and early vocational experiences. Such topics as guidance, placement, employment supervision, vocational analysis, cumulative school records, vocational guidance surveys, and vocation bureaus will be discussed. Special attention will be given to the relation of industrial education to vocational guidance. For graduate and Senior College students. M. Summer, First Term; repeated M. Second Term; Mj. Autumn and Spring, ASSOCIATE PROFESSOR LEAVITT.

EDUCATIONAL PSYCHOLOGY AND EXPERIMENTAL EDUCATION

65. Psychology of High-School Subjects (3).—A review of the literature on the adolescent period. Special discussion of the mental processes involved in algebra, geometry, language studies, high-school English, history, science, and manual training. The course is designed for high-school teachers and principals. For graduate students. Mj. Winter, PROFESSOR JUDD.

66. Elementary Educational Psychology (1).—This course gives a general introduction to the study of mental development so far as it is related to education. It treats briefly of the instinctive responses of the child and of the mental characteristics of the child at various ages as the basis for a more detailed study of the various forms of learning through which the child passes in his school work. These forms of learning are analyzed through a study of the development which is brought about by the work in the different subjects of the curriculum, as writing, drawing, reading, mathematics, natural science, etc. This survey is arranged so as to convey a notion of the organization of the mental life in general and is supplemented by a discussion of such topics as memory, attention, and mental economy and control. For undergraduate students. M. Summer, First Term, PROFESSOR JUDD; repeated M. Second Term, ASSISTANT PROFESSOR FREEMAN; Mj. Autumn, ASSISTANT PROFESSOR FREEMAN; Spring, PROFESSOR JUDD.

67. Advanced Educational Psychology: Higher Mental Processes (3).—This course consists of lectures and readings dealing with the nature of habit, language, social consciousness, abstract thought, and the higher forms of mental activity. Prerequisite: Introductory Psychology. The course is open only to advanced students and leads to graduate credit. M. Summer, First Term; Mj. Spring, PROFESSOR JUDD.

67A. Advanced Educational Psychology: Science and Art (2).—A study of some of the psychological problems involved in the teaching of science and of art—in the training of scientific habits of thinking and in the development of technique and appreciation. For graduate and Senior College students. Mj. Winter, ASSISTANT PROFESSOR GORE. [Not given in 1915-16.]

68. Individual Psychology (3).—Problems regarding methods of studying individual variations in temperament, capacity, and development. For graduate students. Mj. Autumn, ASSISTANT PROFESSOR GORE.

70. Advanced Child-Study (3).—In this course selected topics in child-study will be discussed in detail on the basis of the reports of investigations of the child in periodical and monograph literature. The class work will consist mainly in reports on this literature by members of the class and of discussions based upon these reports. Primarily for graduate students. Mj. Winter, ASSISTANT PROFESSOR FREEMAN.

71. Introductory Laboratory Course in Experimental Education (3).—In the first eight weeks of the course the members of the class will perform a series of experiments designed to acquaint them with the chief methods and results of experimentation in this field and to prepare for advanced work in the same direction. These experiments included an investigation of various types of learning, an analysis of the mental processes involved in certain school subjects, together with the study of practical tests of attainment in the school subjects and the performance of various sensory and mental tests. In the last four weeks each member of the class will carry forward an individual problem. Reports of the results obtained by each individual will be made and comparative reports of the results from the class as a whole will be compiled on each experiment. For graduate students. Limited to 25. Mj. Summer (or M. First Term); Mj. Autumn, ASSISTANT PROFESSOR FREEMAN.

72. Statistical Method as Applied to Educational Problems (3).—Each of the many types of educational problems that require statistical organization of the facts will be taken up for the purpose of mastering both the statistical practices and the statistical theory involved. Considerable practice will be given in the solution of problems from original data. For graduate students

in Education. Limited to 30. M. Summer, First Term; repeated M. Second Term, PROFESSOR ALEXANDER AND ASSISTANT PROFESSOR BOBBITT; Mj. Winter, ASSISTANT PROFESSOR BOBBITT AND MR. RUGG.

73. Psychopathic, Retarded, and Mentally Deficient Children (3).—A discussion of school cases, with some opportunity for observation and examination. The lectures deal with the causes, frequency, methods of examination, diagnosis, and provisions for training in school. For graduate students. DM. Summer, First Term; Mj. Autumn, Winter, ASSOCIATE PROFESSOR STEVENS.

74. Psychopathic, Retarded, and Mentally Deficient Children (continued) (3).—This course is a continuation of course 73. For graduate students. Mj. Winter, ASSOCIATE PROFESSOR STEVENS.

75. Research Problems in Mental Deficiency (3).—The course is an experimental study of certain topics in mental deficiency, such as the classification and analysis of types of mental deficiency; incidence of various causes of mental deficiency; standardization of tests for mental deficiency; correlation of results of tests for mental deficiency; the study of sociological and economic factors in mental deficiency. For graduate students. Prerequisite: courses 73 and 74. Mj. Spring, ASSOCIATE PROFESSOR STEVENS.

76. Experimental Education: Survey of Results (3).—In this course the same outline of topics is followed as in the laboratory course in experimental education (course 71). The periodical and monograph literature in which the technique and results of experiments are reported is critically reviewed. Lectures and readings. For graduate students and advanced undergraduates. Prerequisite: course 71 or Experimental Psychology. Mj. Winter, ASSISTANT PROFESSOR FREEMAN.

77. Education Tests (2).—In this course the various tests for determining sensory normality, maturity, intelligence, fatigue, etc., will be described and illustrated and the results obtained from the application of such tests will be discussed. Lectures and reports. For graduate and Senior College students. Mj. Autumn, ASSISTANT PROFESSOR FREEMAN. [Not given in 1915-16.]

78. Experimental Investigations in Elementary-School Subjects (2).—The more significant experimental investigations in such subjects as reading, writing, arithmetic, and spelling will be critically discussed with a view to determining their value and significance in the actual work of teaching and supervision. The various standard tests for different elementary-school subjects will be similarly treated. For graduate students and general supervisors. Prerequisite: Education 71 or 1 major in Experimental Psychology. Mj. Spring, MR. GRAY.

79. Genetic Psychology (3).—This course will combine two lines of the study of mental development, (1) experimental studies of the development of habit or skill, and (2) sociological studies of the development of instincts and habits. For graduate students. Mj. Spring, ASSISTANT PROFESSOR GORE.

83. Research Problems in Education (3).—Students qualified by previous training will be assigned problems for experimental and statistical investigation. The results of these investigations will be subjected to individual criticism. Elaborate reports will be required from members of the class. For graduate students. M. Summer, First Term. Restricted to candidates for Master's degree at Summer Convocation. Mj. Autumn, Winter, Spring, PROFESSOR JUDD.

EDUCATIONAL METHODS

85. Methods of Teaching (2).—Factors determining the selection and arrangement of subject-matter. The routine phases of school-keeping. Methods of learning involved in various school subjects; corresponding methods of teaching. How to secure interest and attention, provide for individual differences, and organize supervised study. The use of textbook and conversational methods. Planning and testing of teaching. Observation in the elementary and high schools. For Junior and Senior College students. Should be preceded by one course in education or psychology if possible. Mj. Winter, MR. GRAY.

86. Methods of Teaching in Elementary Schools (2).—Same as course 85 with special reference to teaching in elementary schools. For undergraduate students. M. Summer, First Term, PROFESSOR PARKER; repeated M. Second Term, PROFESSOR CHARTERS; Mj. Spring, PROFESSOR PARKER.

87. Methods of Teaching in High Schools (2).—Same as course 85, with special reference to teaching in high schools. For Senior College students. Mj. Autumn, sec. a, PROFESSOR PARKER; sec. b, MR. GRAY; Spring, MR. GRAY.

88. Methods of Teaching in High Schools: Advanced Course (2).—The same as course 87, but for graduate students. M. Summer, First Term; repeated M. Second Term, PROFESSOR PARKER.

89. Criticism and Supervision of Teaching (3).—Observation and discussion of lessons in the University Elementary School. Problems of critic teachers and supervisors in normal schools and city systems. The literature of educational methods. Organization of critic teaching and teachers' meetings. Elements of criticism. For graduate students and general supervisors. Prerequisite: 3 majors in Education. Mj. Autumn, MR. GRAY; Spring, PROFESSOR PARKER.

89A. The Literature of Educational Methods (3).—A critical discussion of textbooks on methods of teaching from the standpoint of their use in normal-school classes, reading circles, and teachers' meetings. Texts by Thorndike, Bagley, McMurry, Charters, Dewey, and Strayer will be examined and a limited number of topics discussed intensively, taking the treatment in the texts as a point of departure. Bibliographies and syllabi for method discussions will be prepared by the students. For graduate students. Limited to 30. M. Summer, Second Term, PROFESSOR PARKER.

91. Development of Modern Methods of Teaching in Elementary Schools (3).—School practice at the end of the eighteenth century; Rousseau's new basis; Pestalozzian methods in object-teaching, language, arithmetic, geography, etc., as the basis of nineteenth century practice; Herbartian methods in history and literature; Froebelian methods in motor expression and social participation. Reports by students on the history of methods in special subjects. For graduate students. Mj. Autumn, PROFESSOR PARKER.

94. The Teaching of Ideals (3).—A systematic study of the methods by which a love for an appreciation of school subjects, moral ideals, taste for good music and art, etc., may be developed in children. Primarily for graduate students. M. Summer, Second Term, PROFESSOR CHARTERS.

95. Practice Teaching (2).—Students electing general practice teaching in the Elementary School above the primary grades will register for Education 95. They will spend five hours a week observing or teaching, and sufficient additional time in critic meetings and in preparation to fulfil the requirements of a major or minor course. Mj. Autumn, Winter, and Spring. General organization arranged by MR. GRAY. Immediate supervision and control of practice teachers by critic teachers and supervisors.

II. THE DEPARTMENT OF POLITICAL ECONOMY

OFFICERS OF INSTRUCTION

JAMES LAURENCE LAUGHLIN, Ph.D., Professor and Head of the Department of Political Economy.

LEON CARROLL MARSHALL, A.M., Professor of Political Economy; Dean of the College of Commerce and Administration.

ROBERT FRANKLIN HOXIE, Ph.D., Associate Professor of Political Economy.

CHESTER WHITNEY WRIGHT, Ph.D., Associate Professor of Political Economy.

JAMES ALFRED FIELD, A.B., Associate Professor of Political Economy.

JOHN MAURICE CLARK, PH.D., Associate Professor of Political Economy.
 HAROLD GLENN MOULTON, PH.D., Assistant Professor of Political Economy.
 *WALTON HALE HAMILTON, PH.D., Assistant Professor of Political Economy.
 JAY DUNNE, A.B., Instructor in Accounting.
 JOHN BENNET CANNING, PH.B., Instructor in Insurance in the College of
 Commerce and Administration.
 CARSON SAMUEL DUNCAN, PH.D., Instructor in Commercial Organization in the
 College of Commerce and Administration.
 STUART M. HAMILTON, Instructor in Political Economy.
 FREDERICK MYERLE SIMONS, JR., A.M., Instructor in Industrial Organization.
 HOMER HOYT, A.M., Assistant in Political Economy.
 LEONA MARGARET POWELL, A.B., Assistant in Political Economy.
 EDITH SCOTT GRAY, A.M., Assistant in Political Economy.

HUGO DIEMER, A.B., M.E., Professor of Industrial Engineering, Pennsylvania
 State College (Summer, 1915).
 HARLEY LEIST LUTZ, PH.D., Professor of Economics, Oberlin College (Summer,
 1915).
 GEORGE OLLEN VIRTUE, PH.D., Professor of Political Economy and Commerce,
 University of Nebraska (Summer, 1915).
 ALBERT BENEDICT WOLFE, PH.D., Professor of Economics, University of Texas
 (Summer, 1915).
 WALTER W. STEWART, A.B., Associate Professor of Economics, University of
 Missouri (Summer, 1915).
 GUY E. SNIDER, PH.D., Instructor in Economics, College of the City of New
 York (Summer, 1915).

FELLOWS, 1915-16

RAJANI KANTA DAS, A.M.	FERRIS FINLEY LAUNE, A.B.
RALPH EVANS FREEMAN, A.B.	JAMES ERNEST MOFFATT, A.B.
MARSHALL ALLEN GRANGER, A.B.	LEWIS CARLYLE SORRELL, A.B.
HOMER EWART GREGORY, A.B.	

INTRODUCTORY

The work of the Department is intended to provide, by symmetrically arranged courses of instruction, a training in various branches of economics. The chief aims of the instruction will be to give the power to think in the subject, to teach methods of work, to foster a judicial spirit, to cultivate an attitude of scholarly independence, and to train men to become useful citizens.

Undergraduate students who take their principal sequence in Political Economy should choose the social science sequence as their secondary sequence.¹ The principal sequence is to be made up of (a) the elementary courses 1 and 2 if these courses have not been taken in the social science sequence, (b) not fewer than three majors from the group of intermediate courses, and (c) not fewer than three majors from the group of advanced courses.

SEQUENCES

Elementary Courses: 1, 2, Principles of Political Economy, which are required for admission to all other courses in the Department. *Intermediate courses:*

* Resigned.

¹ The social science sequence comprises the following courses, History 1, 2, 3 being prerequisites: Political Economy, 1, 2; Political Science, 1; Psychology, 1; Social Origins or Introductory Sociology; Logic or Ethics.

3, Money and Credit; 4, Labor Conditions and Problems; 5, Business Organizations; 6, Introductory Accounting; 7, Economic History of the United States; 8, Public Finance; 9, Introduction to Statistics; 10, Elements of Law. *Advanced courses:* 12, Value; 13, 14, Distribution of Wealth; 15, 16, History of Political Economy; 20, Population, the Standard of Living, and Eugenics; 21, Statistical Theory and Method; 24, Vital Statistics; 30, Advanced Course in Money; 31, Banking; 33, Banking Practice; 34, Foreign and Domestic Exchange; 36, National and Local Systems of Taxation; 41, Socialism; 44, 45, Trade Unionism; 46, Labor Research; 50, Railway Transportation; 55, Industrial Combinations—Trusts; 56, Corporation Finance; 57, Problems in Trusts and Corporations.

The following limited courses in the College of Commerce and Administration, through which college admission must be secured, may be counted for sequence purposes in the Department of Political Economy:

58, Investments; 60, Intermediate Accounting; 61, Advanced Accounting; 62, Cost Accounting; 63, Auditing; 65, The Mathematics of Investment; 66, Insurance; 70, 71, Industrial Organization; 74, Commercial Organization, Domestic Trade; 75, Commercial Organization, Foreign Trade; 77, 78, Business Law; 79, Latin American Trade.

PRINCIPAL SEQUENCES

a) Standard sequence: Courses 1 and 2, if not taken in the social science sequence; not fewer than three "intermediate courses" (3, 4, 5, 6, 7, 8, 9, 10); not fewer than three advanced courses, i.e., such as require one or more of the preceding. The remainder of the sequence may be chosen in consultation with the Dean and departmental representative. Advanced courses from other departments may be used.

b) For students intending to do graduate work in the Department: Courses 1 and 2, if not taken in the social science sequence; not fewer than five "intermediate courses" (see a) above). The rest of the nine majors may be chosen in consultation with the Dean and departmental representative. Advanced courses from other departments may be used.

SECONDARY SEQUENCES

a) The Department advises the social science sequence for students who wish to take a principal sequence in Political Economy.

b) If the social science sequence is not chosen, the following is recommended: Courses 1 and 2; not fewer than two intermediate courses (see Principal Sequence a) above); not fewer than two advanced courses, selected by the Dean and departmental representative in conference with the student.

Candidates for the higher degrees may not offer the elementary courses for graduate credit. Intermediate courses confer half-credit for purposes of higher degrees. In the first quarter of his candidacy for either of the higher degrees, in case Political Economy is chosen as the principal subject, the student must furnish satisfactory evidence of preparation in allied subjects.

Candidates for the Master's degree should file with the Departmental Examiner, on or before the opening of their first quarter of residence, a complete statement of the work they intend to offer. The examiner will submit this schedule to the Department for approval.

Candidates for the degree of Ph.D., taking Political Economy as a principal subject, should offer as a foundation the subjects covered by courses 9, 12, 13, 14,

15, and 16; and the remaining subjects, together with the research work, should be early determined upon in consultation with the Department. The major work demands two-thirds of the time usually required for the doctorate. The nine majors required of those taking Political Economy as a secondary subject should include a study of Economic Theory.

COURSES OF INSTRUCTION

Other departments are indicated by Roman numerals: I=Philosophy; IA=Psychology; III=Political Science; IV=History; VI=Sociology; XXIA=Geography.

I. ELEMENTARY COURSES

1, 2. Principles of Political Economy.—General introduction to the study of Political Economy.

Courses 1 and 2 together are designed to give the students an acquaintance with the working principles of modern Political Economy. The general drill in the principles cannot be completed in one quarter; and the Department does not wish students to elect course 1 who do not intend to continue the work in course 2. Descriptive and practical subjects are introduced as the principles are discussed, and the field is only half covered in course 1. Prerequisite: 6 majors.

Course 1.—Mj. Summer; Autumn, 5 sections; Winter, 2 sections; Spring, 2 sections. PROFESSOR MARSHALL, ASSOCIATE PROFESSORS FIELD AND CLARK, ASSISTANT PROFESSORS MOULTON AND ——— AND MR. ———.

Course 2.—Mj. Summer; Autumn, 2 sections; Winter, 4 sections; Spring, 2 sections. PROFESSOR MARSHALL, ASSOCIATE PROFESSORS FIELD AND CLARK, ASSISTANT PROFESSOR MOULTON AND MR. ———.

II. INTERMEDIATE COURSES

Political Economy 1 and 2 are prerequisites for all intermediate courses. Intermediate courses confer but half-credit as graduate courses except in the case of course 10, for which a full major's credit will be allowed.

3. Money and Credit.—This course is designed to prepare the student for the advanced courses in Money and in Banking; and as such it is mainly descriptive and historical. The descriptive material is presented first, and the historical study is then made to bear directly upon the development of present forms of organization. The monetary system of the United States is treated in detail, except in relation to prices, and the systems of the principal commercial countries of the world are outlined. The organization of banking and credit in the United States is studied with care, with especial emphasis upon the principles of banking operations and accounts. The salient points of foreign banking systems are presented. The course does not take up problems of banking legislation or of reorganization of our banking and credit. Mj. Summer, 7:00; Spring, 10:45, ASSISTANT PROFESSOR MOULTON.

4. Labor Conditions and Problems.—This course treats of the genesis of the wage-working class and of its legal and industrial status under modern capitalism. It aims to deal concretely with existing conditions and problems of labor—the current rates of wages, and standards of living of the workers, modes of wage payment, hours of labor, conditions of sanitation and safety, industrial accidents and diseases, unemployment and superannuation, legal protection, etc. It intends to give the student a basis for judicious consideration of the solutions of labor problems offered by trade unionism, socialism, and current reform projects. Mj. Summer, 11:30, PROFESSOR WOLFE; Autumn, 11:45; WINTER, 11:45, ASSOCIATE PROFESSOR HOXIE.

5. Business Organization.—A general survey, historical, descriptive, and analytical, of the modern organization of industry. The course is designed to serve as an introduction to the advanced courses in the business field. Mj. Autumn, 10:45, Mr. ———; Spring, 8:15, PROFESSOR MARSHALL.

6. Introductory Accounting.—This course is intended to furnish a general introduction to the work in accounting. It seeks first to acquaint the student

with the theory and nature of accounts, the principles being presented through the actual transactions of bookkeeping. The student is then introduced to the more general features of accounting for retail businesses, wholesale businesses, partnerships, and corporations. Mj. Summer, 1:30; Autumn, 1:30 and 2:30, M^{rs}. DUNNE.

7. Economic History of the United States.—This course is intended to give the student who cannot devote more time to the subject a general survey and also to furnish a background for those who take special courses in the general field. It aims to show the manner and extent to which economic forces have determined the history of the country, to point out how the actual operation of economic principles is illustrated by this history, and aid in the solution of our present-day problems. Among the topics to be taken up are: a brief survey of colonial industry, the economic aspects of the Revolution, early commerce and manufacturing, the settlement and development of the West, the public land system, internal improvements and the growth of transportation facilities, economic aspects of slavery and the Negro problem, immigration, the merchant marine. Industrial changes in Europe and elsewhere, such as have had important influence on America, will be briefly touched upon. Mj. Summer, 9:00, PROFESSOR LUTZ; Spring, 11:45, ASSOCIATE PROFESSOR CLARK.

8. Public Finance.—This course is designed both to serve as an introduction to the more advanced courses in taxation, and to give the student who cannot devote more than a quarter to the subject a survey of the entire field of public finance. The topics treated include, therefore, public expenditures, budgetary legislation, the management of public domains and of government industries, taxation, and public debts. About one-half of the time is given to the subject of taxation. The application of the principles involved in public finances is shown by illustrative material drawn from reports of administrative bodies, from court decisions, and from other public documents. Attention is confined chiefly to American practice, but British and Prussian experience is referred to in considering the income tax. Mj. Summer, 10:30, PROFESSOR LUTZ; Winter, 8:15, M^{rs}. ———.

9. Introduction to Statistics.—This course is designed to give to students without previous training in statistics a general familiarity with elementary statistical methods. The topics studied include the sources and collection of statistical data, census and registration methods, accuracy and approximation, the several forms of average and their appropriate uses, index numbers, and the graphic and tabular presentation of results. So far as possible the principles which are formulated are applied, in laboratory practice, to actual economic and social problems. In all cases emphasis is placed on the importance of critical discrimination in dealing with data, methods, and the interpretation of results. Mj. Summer, 8:00; Autumn, 8:15; Spring, 9:15, ASSOCIATE PROFESSOR FIELD.

III, 10. Elements of Law.—Outline of legal relations; history and theory of sources of law; the system of common law. For Senior and graduate students. Identical with Political Science 10. Mj. Winter, 1:30, PROFESSOR FREUND.

III. ADVANCED COURSES

GROUP I. THEORY AND METHOD

12. Value.—A critical and constructive study of fundamental theory based upon the work of leading economic schools and writers both classical and modern. Prerequisite: 4 majors in the Department. Autumn, 9:15, ASSOCIATE PROFESSOR CLARK.

13, 14. Distribution of Wealth.—The more abstruse questions of distribution will be considered. No student, therefore, can undertake the work of this course with profit who has not already become familiar with the fundamental principles. Students are asked to attempt, in a constructive thesis, the determination of the principles regulating wages, interest, rent. The subjects to be considered will be as follows: the wages-fund and other theories of wages, the interest problem, managers' profits, and allied topics. The discussion will be based upon selected

passages of important writers. Students will also be expected to discuss recent important contributions to these subjects in current books or journals. Prerequisite: courses 1, 2, 12. 2Mjs. Winter and Spring, 11:45, PROFESSOR LAUGHLIN.

15, 16. History of Political Economy.—This course treats of the genesis and development of economic concepts, methods, principles, and policies; in short, of the development of Political Economy as a systematic body of scientific and practical doctrine. Attention is given throughout to the determining factors of economic thought as found in industrial conditions and in general political and social philosophy. The students are expected to make use so far as possible of primary sources. Prerequisite: courses 1, 2, 12. 2Mjs. Summer, 7:00, ASSISTANT PROFESSOR HAMILTON; Autumn, 10:45, ASSOCIATE PROFESSOR HOXIE; Winter, 10:45, ———.

20. Population, the Standard of Living, and Eugenics.—A study of the interrelation between economic conditions and the numbers and quality of the population. Past opinions and policies in regard to population are utilized as a historical background for the investigation of such present-day phenomena as the reaction of the standard of living upon the birth-rate, the eugenics movement, and the concentration of population in great cities. The consent of the instructor is required for admission to the course. Mj. Summer, hours to be arranged; Spring, hours to be arranged, ASSOCIATE PROFESSOR FIELD.

21. Statistical Theory and Method.—A second course in the principles of statistics, involving simple applications of modern correlation methods. Open to persons who have taken course 9, or, with the consent of the instructor, to those who have had equivalent training. A moderate knowledge of mathematics and ability to read French and German are prerequisite. Mj. Winter, hours to be arranged, ASSOCIATE PROFESSOR FIELD.

24. Vital Statistics.—A study of the movement of population, especially as it is occasioned by births, marriages, and deaths, and of scientific statistical methods of collecting, analyzing, presenting, and interpreting the appropriate data. The general principles developed will be applied in investigation of special topics and in criticism of statistical materials and results. Reading knowledge of French and German is expected of students who elect the course. Prerequisite: course 9. Mj. ASSOCIATE PROFESSOR FIELD. [Not given in 1915-16.]

I, 31. The Logic of the Social Sciences.—The methods actually in use in the historical and social sciences will be discussed in their relation to the theory of inference. The discussion will follow Wundt's treatment in the second volume of his *Logic*, certain chapters in Karl Pearson's *Grammar of Science*, portions of Jevons' *Principles of Science*, and other collateral material. Mj. PROFESSOR MEAD.

I, 44. Social and Political Philosophy.—Typical problems of social organization and progress will be considered with especial reference to the standpoints of individualism and socialism. The conceptions of freedom, justice, rights, and democracy will be studied with reference to present economic, industrial, and legal conditions. For graduate students. Mj. PROFESSOR TUFTS.

IA, 13. Social Psychology.—Mj. PROFESSOR MEAD.

I, 10. Development of Thought in the Modern Period.

Attention is called to the following courses from the Departments of Political Science and Sociology. Descriptions of these courses may be found in this *Register* under the announcements of the respective departments:

III, 15. History of Political Theory.

III, 16. Principles of Political Science.

III, 25. Constitutional Aspects of Social Legislation.

III, 42A. Municipal Finance.

III, 45. Principles of Social and Economic Legislation.

VI, 15. Elements of General Sociology.

VI, 16A. The History of Sociology from the Beginning of the Nineteenth Century.

VI, 16B. The History of Sociology in the United States from 1865.

GROUP II. MONEY AND FINANCE

30. Advanced Course in Money.—The more difficult problems of money will be taken up, such as the stability of the standard, the theory and organization of credit, the theory of prices, regulation of prices, and the value of paper money. Open to students who have taken course 3, or those who have obtained a rank of A or B in courses 1 and 2. Mj. PROFESSOR LAUGHLIN. [Not given in 1915-16.]

31. Banking.—Besides the discussion of the functions of banks, an examination will be made into the question of government and bank issues, commercial paper, different forms of bank credit, reserves, crises, and the problem of reform in our banking system. More or less attention will, of course, be given to the history of banking in the United States, and to the systems of other countries. Open to students who have taken course 3, or to those who have obtained a rank of A or B in courses 1 and 2. Mj. Autumn, 11:45, PROFESSOR LAUGHLIN.

33. Banking Practice.—This is a practical course, treating of the actual operations of the various departments of banks. Commercial banks, savings banks, and trust companies are considered, as well as the methods and functions of note brokers and commercial-paper houses. Particular emphasis is placed upon the organization and work of the credit department and the management of the collateral department of a commercial bank, and upon the investment principles of savings institutions. Specific problems are assigned wherever possible; visits of inspection are made to typical institutions; and the work of the classroom is supplemented by a number of lectures by practical bankers. Prerequisite: courses 1, 2, 3. Mj. Winter, 11:45, ASSISTANT PROFESSOR MOULTON.

34. Foreign and Domestic Exchange.—This course takes up the principles and the practice of foreign and domestic exchange; and rates of exchange, gold points, movements of specie and arbitrage are considered and practical exercises are assigned in connection with documentary bills, past remittances, letters of credit, etc. A number of lectures will be given by managers of the exchange departments of banks. The course should prove of value to students of theory, to those preparing for banking, and to those who expect to be connected with houses engaged in international trade. M. Summer, First Term, 2:30, ASSOCIATE PROFESSOR STEWART.

35. Crises and Depressions.—The problem of this course is to account for the recurring periods of activity and inactivity in business, known as prosperity, crisis, and depression. The causes are sought by an analytical study of recent business cycles and the conclusions reached are then considered with a view to forecasting business conditions. M. Summer, First Term, 1:30, ASSOCIATE PROFESSOR STEWART.

Law 41. Bills and Notes.—Formal requisites; acceptance; indorsement; transfer; purchase for value without notice; overdue paper; extinguishment; obligations of parties; checks; diligence: presentment, dishonor, protest, notice; the Negotiable Instruments Law; Ames, *Cases on Bills and Notes*, Vols. I and II. 1½Mjs. PROFESSOR HALL.

GROUP III. LABOR

41. Socialism.—This course aims, first, to make the student acquainted with the objective character, program, and activities of the Socialist party at home and abroad; and secondly, to interpret the objective phenomena causally and in terms of Socialist theory. Free use will be made of original materials both in the study of the movement and the theory. The student will be brought into direct contact so far as possible with the men, organizations, and activities which are being studied. The work will be both positive and critical. Prerequisite: courses 1 and 2. Mj. Summer, 10:30, PROFESSOR WOLFE.

44. Trade Unionism.—This course aims chiefly to make the student acquainted with the essential character and activities of American unionism and to explain scientifically the general and concrete union phenomena. After a brief descriptive account of unionism in general and some discussion of the leading interpretations of the labor movement, a study is made of the ultimate aims, essential principles, and characteristic methods of unionism as they have been developed in this country and are exemplified in trade agreements, union working rules, conflicts with employers, union financial systems, and structural adaptations. In this work the student makes use largely of original sources and is brought into frequent contact with the men, organizations, and activities which are being studied. Prerequisite: courses 1, 2, and 4. Mj. Winter, 10:45, ASSOCIATE PROFESSOR HOXIE.

46. Labor Research.—An intensive study of certain problems in Trade Unionism, Socialism, and Labor Reform. Prerequisite: permission of the instructor. Mj. Spring, hours to be arranged, ASSOCIATE PROFESSOR HOXIE.

47. Scientific Management and Labor.—This course presupposes the outline courses on Industrial Organization and on Labor Conditions, and is best taken after the courses on Scientific Management and on Trade Unionism. It is not intended to be a systematic treatment of scientific management but deals with the practical application of scientific management where it touches labor most directly. Mj. Spring, 11:45, ASSOCIATE PROFESSOR HOXIE.

Attention is called to the following courses from the Department of Sociology. Descriptions of these courses may be found in this *Register* under the announcement of the Department of Sociology:

VI, 17. The Conflict of Classes in Modern Society.

VI, 60. The Immigrant.

VI, 73, 74, 75. Methods of Social Amelioration.

GROUP IV. THE INDUSTRIAL FIELD

50. Economics of Railroad Organization.—Corporate organization and finance, construction, evolution, equipment and sources, intercorporate relations, relations with other transportation agencies, legislation and regulation will be the main topics considered. Prerequisite: course 2. M. Summer, 11:30; PROFESSOR VIRTUE; Mj. Spring, 8:15, ASSOCIATE PROFESSOR CLARK.

51. The Theory and Practice of Rate-Making.—The following topics will be discussed: the theory of railroad charges, the evolution and reasonableness of rate structures, classification, differentials, discriminations, varieties of railroad competition, regulation. Prerequisite: courses 1 and 2. M. Summer, 9:00; PROFESSOR VIRTUE.

55. Industrial Combinations—Trusts.—A discussion of the growth of the conditions which have made large business coalitions possible, the motives which have led to their formation, the conditions requisite to their successful operation, the character and extent of the advantages to be derived from them, the drawbacks and dangers which may be involved in their further growth, the chances of governmental guidance or limitation of their formation and of the exercise of their power, the feasible policy and methods that may be pursued in dealing with the trusts. Prerequisite: courses 1, 2, and 5. Mj. Winter, 8:15, ASSOCIATE PROFESSOR CLARK.

56. Corporation Finance.—A study of the corporation as a form of business organization, primarily with reference to its financial management. The course will take up such topics as: the financial side of the formation, and promotion of corporations, forms of securities, sale of securities, and the stock market, capitalization, financial policy, analysis of reports, reorganization, and federal control. Some attention will also be given to the principles of investment. Prerequisite: courses 1, 2, and 5. Mj. Spring, 8:15, MR. ———.

57. Problems in Trusts and Corporations.—A problem course for advanced students. The class will be assigned special topics in this field; so far as possible

those in which they are particularly interested. These will be worked out either individually or co-operatively and will be reported on and discussed in class. The course may be taken only with the consent of the instructor. Prerequisite: course 55. ASSOCIATE PROFESSOR WRIGHT. [Not given in 1915-16.]

58. Investments.—A study of the various fields of investment, including railway, mining, and industrial securities, and the bonds of governments and municipalities. The various forms of stocks, bonds, mortgages, etc., the elements of security and of risk involved in investments, and the modern institutions conducting this business, such as the stock exchanges, brokerage firms, banks and trust companies, insurance and investment companies, will constitute the principal features of the course, and its aim will be to determine, so far as possible, the elements of a wise and conservative investment. Mj. [Not given in 1915-16.]

60. Intermediate Accounting.—This course proceeds on the assumption that the student has a working knowledge of bookkeeping and elementary accounting. The time is devoted to the interpretation of accounts viewed with regard to the needs of the business manager rather than those of the accountant: the formation and meaning of the balance sheet; the profit-and-loss statement and its relation to the balance sheet; the capital accounts, surplus, reserve, sinking funds; reserve funds, their use and misuse; depreciation accounts; other accounts appearing on credit side; assets; methods of valuation; confusing of assets and expenses: capital expenditures and operating expenses; capital assets, cash, and other reserves; cost accounting. Mj. Winter, 1:30, MR. DUNNE.

61. Advanced Accounting.—This course deals with the application of accounting principles to specific problems. The problems taken up will vary from year to year so that the course may ordinarily be taken for credit two or three years in succession. As suggesting the field of the course, mention is made of (a) bank accounting; (b) railway accounting; (c) accounting for charitable and philanthropic agencies; (d) government accounting, etc. Mj. Spring, 1:30, MR. DUNNE.

62. Cost Accounting.—A general survey of the theory and practice of cost accounting. Mj. Summer, 10:30, MR. DUNNE; Spring, 10:45, MR. SIMONS.

63. Institutional Accounting.—Dealing primarily with the accounting systems of charitable and philanthropic institutions. Mj. Winter, 2:30, MR. DUNNE.

64. Accounting Problems.—Mj. Spring, 2:30, MR. DUNNE.

66, 67. Insurance.—This course will aim to cover those aspects of insurance important to the practical business man. The history and theory of insurance will be examined with special emphasis given (1) to life insurance: the various forms of organization; theory of rates; the different combinations of contracts; loan and surrender values; dividends; distribution periods; (2) to fire insurance: the various forms of business organization; the terms and conditions of the insurance contract; the different forms of hazard and the computation and combination of rates therefor; the theory of reserves; coinsurance; the problem of valued-policy laws; (3) to the general principle of public supervision with regard to the different forms of insurance, and the wider question of public ownership. 2 Mjs. Autumn, 1:30; Winter, hours to be arranged, MR. ———.

69. Problems of American Agriculture.—This course deals with the social and economic problems of American agriculture. The topics discussed include the following: The growth of population; its movement to new lands, and to industrial centers; the ideals and characteristics of the agricultural as compared with the non-agricultural population; the effects of the tariff, land grants, railroad building, and homestead acts upon rural life; the wages and real income of the farmer compared with those of other classes; the causes and results of price movements of farm products; waste and utilization of by-products: effects of Canadian and Argentine development; and the waste and the conservation of natural resources. Problems of rural organization, education, and ideals receive especial attention. [Not given in 1915-16.]

70, 71. Industrial Organization.—This course deals with the development of modern industrial organization. Emphasis is laid upon present-day manufacturing problems and the organization evolved for their solution. The case method will be followed as far as practical by means of concretely presented illustrations of the problems of individual plants, and this work will be accompanied by inspection trips through the establishments so studied. With a view toward constructive criticism and analysis, each student will be required individually to inspect selected organizations. 2Ms. Summer, 9:00 and 11:30, PROFESSOR DIEMER; 2Mjs. Winter and Spring, 10:45, MR. SIMONS.

74, 75. Commercial Organization, Domestic Trade.—A discussion of the methods and problems of buying and selling in modern business. 2Mjs. Autumn and Winter, 9:15, PROFESSOR MARSHALL.

76. Commercial Organization, Foreign Trade.—After a brief study of the present foreign trade of the United States, there is undertaken an examination of the facilities and methods employed in conducting import and export business. Mj. Summer, 8:00, DR. SNIDER; Spring, 9:15, MR. ———.

III, 77, 78, 79. Business Law.—A general survey of the law of business relations. 3Mjs. Autumn, Winter and Spring, 8:15, MR. OLIPHANT.

79. Latin American Trade.—Mj. Summer, 11:30, DR. SNIDER.

Attention is called to the following courses in geography and in Law. Descriptions of these courses may be found in this *Register* under the Department of Geography and in the announcement of the Law School.

XXIA, 3. Economic and Commercial Geography.

XXIA, 5. Geography of North America.

XXIA, 7. Economic Geography of Europe.

XXIA, 11. The Economic Geography of the United States.

XXIA, 12. Conservation of Natural Resources.

XXIA, 13. Geography of Commerce.

XXIA, 14. Geography of South America.

Law 42. Public Service Companies and Carriers.

Law 44. Insurance.

Law 51. Private Corporations.

Law 63. Constitutional Law I.

Law 64. Constitutional Law II.

Attention is called to the following courses in the Department of History. Descriptions of these courses may be found in this *Register* under the announcement of the Department of History:

IV, A11. Studies in the Economic History of Rome.

IV, B62, 63, C57. Commercial and Industrial History of Europe.

IV, D67. Economic and Social History of England.

IV, E52. Social and Industrial History of the American Colonies.

IV, E53. American Social and Industrial History, 1750-1830.

GROUP V. THE SEMINARS

80, 81, 82. Individual Seminar.—Students fully prepared for research by previous training, and accepted by the Department, will be given separate weekly appointments and personal supervision. The amount of credit given will depend on the amount of work done. Summer, the Instructors of the Department; Autumn, Winter, and Spring, PROFESSOR LAUGHLIN.

83. Seminar on Economic Bibliography.—This course is intended to give a working knowledge of the bibliographical material, dictionaries, reference books, documents, state and national publications, current periodicals, and recent literature in economics. It will be under the supervision of a single instructor,

SUMMARY OF COURSES OFFERED BY THE DEPARTMENT OF POLITICAL ECONOMY, 1915-16

Summer, 1915	Autumn, 1915	Winter, 1916	Spring, 1916
1. 2. Principles (Marshall, Hamilton) 3. Money and Credit (Moulton) 4. Labor Conditions (Wolfe) 6. Elementary Accounting (Dunne) 7. Economic History of the United States (Lutz) 8. Public Finance (Lutz) 9. Statistics (Field) 15. History of Political Economy I (Hamilton) 20. Population (Field) 34. Foreign and Domestic Exchange (Stewart) 35. Crises and Depressions (Stewart) 41. Socialism (Wolfe) 50. Railroad Economics (Virtue) 51. Railroad Rates (Virtue) 62. Cost Accounting (Dunne) 70. Factory Organization (Diemer) 71. Scientific Management (Diemer) 76. Commercial Organization—Foreign Trade (Sulder) 79. South American Markets (Sulder) 80. Seminar (Instructors in the Department)	1. 2. Principles (Marshall, Field, Clark, Moulton, ———) 4. Labor Conditions (Hoxie) 5. Business Organization (Simons) 6. Accounting (Dunne) 9. Statistics (Field) 12. Value (Clark) 15. History of Political Economy I (Hoxie) 31. Banking (Laughlin) 66. Insurance I (———) 70. Industrial Organization I (Simons) 74. Commercial Organization I (Marshall) 80. Seminar (Laughlin)	1. 2. Principles (Marshall, Field, Clark, Moulton, ———) 4. Labor Conditions (Hoxie) 5. Business Organization (Simons) 8. Public Finance (———) 13. Distribution I (Laughlin) 16. History of Political Economy II (———) 21. Statistical Method (Field) 44. Trade Unions (Hoxie) 55. Trusts (Clark) 33. Banking Practice (Moulton) 60. Intermediate Accounting (Dunne) 63. Institutional Accounting (Dunne) 71. Industrial Organization II (Simons) 75. Commercial Organization II (Marshall) 81. Seminar (Laughlin)	1. 2. Principles (Moulton, ———) 3. Money and Credit (Moulton) 5. Business Organization (Marshall) 7. Economic History of the United States (Clark) 9. Statistics (Field) 14. Distribution II (Laughlin) 20. Population (Field) 46. Labor Research (Hoxie) 47. Scientific Management and Labor (Hoxie) 50. Railroad Economics (Clark) 56. Corporation Finance (———) 61. Advanced Accounting (Dunne) 62. Cost Accounting (Simons) 64. Accounting Problems (Dunne) 76. Foreign Trade (———) 82. Seminar (Laughlin)

but with the co-operation of all the members of the Department. Different instructors will present the material in which they are specialists. The course will be required of all candidates for advanced degrees in this Department. No credit will be given for the course. Supervised by PROFESSOR MARSHALL. [Not given in 1915-16.]

ECONOMIC PUBLICATIONS

As a means of communication between investigators and the public, the University issues monthly the *Journal of Political Economy*, the first number of which appeared in December of 1892. Contributions to its pages will be welcomed from writers outside as well as inside the University, the aim being not only to give investigators a place of record for their researches, but also to further in every possible way the interests of economic study throughout the country. The *Journal* places more stress than most other journals upon articles dealing with practical economic questions. The editors will welcome articles from writers of all shades of economic opinion, reserving only the privilege of deciding as to merit and timeliness.

Longer investigations, translations of important books needed for American students, reprints of scarce works, and collections of materials will appear in bound volumes in a series of "Economic Studies of the University of Chicago," of which the following have already been issued:

I. *The Science of Finance*, by GUSTAV COHN. Translated by DR. T. B. VEBLEN, 1895, 8vo, pp. xi+800. Price, \$3.50.

II. *History of the Union Pacific Railway*, by HENRY KIRKE WHITE, 1895, 8vo, pp. 132. Price, \$1.50.

III. *The Indian Silver Currency*, by KARL ELLSTAETTER. Translated by J. LAURENCE LAUGHLIN, 1896, 8vo, pp. 116. Price, \$1.25.

IV. *State Aid to Railways in Missouri*, by JOHN WILSON MILLION, 1897, 8vo, pp. 264. Price, \$1.75.

V. *History of the Latin Monetary Union*, by HENRY PARKER WILLIS, 1901, 8vo, pp. ix+332. Price, \$2.00.

VI. *The History of the Greenbacks with Special Reference to the Economic Consequences of Their Issue*, by WESLEY CLAIR MITCHELL, 1903, 8vo, pp. xiv+500. Price, \$4.00 net.

VII. *Legal Tender: A Study in English and American Monetary History*, by SOPHONISBA P. BRECKINRIDGE, 1903, 8vo, pp. xvii+180. Price, \$1.50 net.

VIII. *Value and Distribution*, by HERBERT J. DAVENPORT, 1908, 8vo, pp. 582. Price, \$3.50.

III. THE DEPARTMENT OF POLITICAL SCIENCE

OFFICERS OF INSTRUCTION

HARRY PRATT JUDSON, A.M., LL.D., Professor of International Law and Diplomacy, and Head of the Department of Political Science.

ERNST FREUND, J.U.D., PH.D., Professor of Jurisprudence and Public Law.

CHARLES EDWARD MERRIAM, PH.D., Professor of Political Science.

WALTER FAIRLEIGH DODD, A.B., PH.D., Associate Professor of Political Science.

HERMAN ENZLA OLIPHANT, A.B., S.D., Assistant Professor of Business Law.

FREDERICK DENNISON BRAMHALL, PH.B., Instructor in Political Science.

FELLOW, 1915-16

HERMAN CAREY BEYLE, A.B.

INTRODUCTORY

Political Science, as treated in the University of Chicago, relates to the organization and working of the state. It covers the philosophy of the state, the structure and working of government, international law and diplomacy, and certain fundamental branches of municipal law.

The courses are planned with two purposes: (1) to give such knowledge and training as it is believed should be a part of liberal education; and (2) to afford advanced work either for students of Law, or for those who need a knowledge of Political Science for other ends, whether for teaching, for public service, for journalism, or for the intelligence with regard to public affairs which should belong to an educated citizen.

For advanced work, students will be expected (1) to have had the introductory course, or its equivalent; (2) to have a reading knowledge of French, German, and Latin; and (3) to be familiar with the outlines of general history, and with the details of modern political history. English and American constitutional history, and the fundamental courses in the Departments of Political Economy and Sociology, are especially recommended.

SEQUENCES

1, Civil Government; 3, Comparative Government; 4, Municipal Government; 10, Elements of Law; 20, 40, American Government; 34, Political Parties; 16, Principles of Political Science; 17, History of American Political Theory; 22, Constitutional Law; 45, Principles of Legislation; 62, International Law; I-1B Logic; I-2, Ethics; IA-1, Elementary Psychology; II-1, 2, Principles of Political Economy; 6, Accounting; 7, Economic History of the United States; 8, Finance and Taxation; 9, Statistics; IVC-7, Democratic Movement in the Nineteenth Century; E-6, History of the United States, 1829-84; VI-3, Social Origins; XXIA-8, Political Geography.

PRINCIPAL SEQUENCES

a) For social science students who in addition to the secondary social science sequence desire to take work in Political Science, the Department recommends courses 3, 4, and 10.

b) For students who desire to take the principal sequence in Political Science without taking the social science sequence, the Department recommends courses 1, 3, 4, 10, 20 or 40, 16, 34, 62, 22 or 45.

c) For students intending to study law the Department recommends courses 1, 3, 6, 8, 10, 20 or 40, 4 or 34, 17, IVC-7.

d) For students intending to pursue graduate studies in the Department, the Department recommends courses 1, 3, 4, 6, 8, 9, 10, II-7, IVC-7 or XXIA-8.

SECONDARY SEQUENCES

The Department recommends courses 1, 3, 4, 10, 20 or 40, and 34.

COURSES OF INSTRUCTION

I. ELEMENTARY COURSE

1. Civil Government in the United States.¹—Analysis of the structure and workings of the government in the United States, local, state, and national. Mj. Autumn, 10:45; Winter, 9:15 and 11:45; Spring, 9:15 and 10:45, Mr. BRAMHALL AND ASSOCIATE PROFESSOR DODD.

¹Limited credit course. See page 112.

II. INTERMEDIATE COURSES

Course 1 or its equivalent is a prerequisite for admission to all intermediate courses offered by this Department.

3. Comparative Government.—An introductory study of the principal political forms and methods of other countries. Mj. Autumn, 9:15; Winter, 10:45; Spring, 8:15, MR. BRAMHALL.

4. Municipal Government.—A comparative study of the modern municipality, American and European, in its political aspects. Municipal home rule; popular participation in city government; the municipal legislature; the executive; administration of public health and safety, charities and corrections, schools, public works, and finances. Mj. Autumn, 8:15, PROFESSOR MERRIAM.

10. Elements of Law.—Practical problems of the law of persons and property, comparing the policies of the English and American law with those of other legal systems; sources of law. Mj. Winter, 1:30, PROFESSOR FREUND.

Attention is called to the following courses in the Department of Political Economy. Descriptions of these courses may be found in this *Register* under the announcement of the Department of Political Economy.

II, 6. Accounting.

II, 8. Taxation and Finance.

II, 9. Introduction to Statistics.

III. ADVANCED COURSES

15. History of Political Theory.—This course traces the development of political theories down to the present time. The Classical period; the Mediaeval period; the Renaissance and the Reformation; the Revolutionary era; the period of reaction; the Austinian school; recent tendencies. Mj. Spring, 9:15, PROFESSOR MERRIAM.

16. Principles of Political Science.—This course presents a systematic study of the principles of political science. Scope and method of political theory; the nature of the state; the origin and basis of the state; sovereignty; the forms of the state; functions of the state. Mj. Autumn, 9:15, PROFESSOR MERRIAM.

17. American Political Theories.—This course covers the development of American political ideas. The Colonial period; the Revolution; Jeffersonian Democracy; Jacksonian Democracy; the Slavery controversy; the nature of the Union; recent tendencies. M. Summer, First Term, 8:00, PROFESSOR MERRIAM.

GROUP II. CONSTITUTIONAL RELATIONS

20. American Government I: Constitutions, the Electorate, and the Legislature.—The course will cover the making and amendment of constitutions; suffrage; machinery of elections; direct legislation; legislative apportionment and organization. Mj. MR. BRAMHALL. [Not given in 1915-16.]

21. Comparative National Government.—A study of the organization and government of leading European nations, with some reference to other national governments. For graduate and Senior College students. Mj. Winter, 10:45, ASSOCIATE PROFESSOR DODD.

22. Constitutional Law I.—Judicial power to declare statutes unconstitutional; origin of doctrine, limitations upon exercise of power, separation of departments of government, advisory opinions; making and changing constitutions; general scope of fundamental guaranties; slavery; due process and equal protection of law; procedure, police power, taxation, eminent domain;

ex post facto and retroactive laws. Hall, *Cases on Constitutional Law*. DM. Summer; Mj. Winter, 11:45, PROFESSOR HALL.

23. Constitutional Law II.—Federal legislative and judicial jurisdiction; implied powers and prohibitions; delegation of powers; citizenship; suffrage; privileges and immunities of citizens; effect of later amendments; federal taxation; laws impairing obligations of contracts; regulations of commerce; money; war. (Course 22 not a prerequisite.) Mj. Spring, 11:45, PROFESSOR HALL.

24. State Government.—Organization and powers of state governments in the United States. ASSOCIATE PROFESSOR DODD. [Not given in 1915-16.]

25. Constitutional Aspects of Social Legislation.—Constitutional limitations with particular reference to labor legislation. Summer, 1916, ASSOCIATE PROFESSOR DODD.

26. Special Problems in Government.—The making and amendment of constitutions. Mj. Spring, 2:30, ASSOCIATE PROFESSOR DODD.

34. Political Parties.—A study of the organization and methods of action of modern political parties in the United States. Growth of the party system; primary and convention systems; permanent party organization; elements of cohesion in parties; reform movements and measures; theory of the party system. Mj. Winter, 9:15, PROFESSOR MERRIAM.

Attention is called to the following courses in the Department of History. Descriptions of these courses may be found in this *Register* under the announcement of the Department of History.

IV, D52. The Beginnings of English Nationality.

IV, D53. The Founding of the Modern English State.

IV, D54. The Development of English Constitutional Government.

IV, D55. The Struggle for the English Constitution.

IV, D56. The Struggle for the English Constitution.

IV, E51. The English Constitutional Monarchy and the Rise of Democracy.

IV, E61. The Constitutional History of the United States, 1760-89.

IV, E62. The Constitutional History of the United States, 1789-1860.

IV, E117, E118. The Theory and Principle of Federal Organization in America.

GROUP III. PUBLIC ADMINISTRATION

40. American Government II: Public Administration.—A study of the organization and activities of state and federal administration. The historical development of the administration, and the fundamental legal and political principles governing it are considered. Mj. MR. BRAMHALL. [Not given in 1915-16.]

42. Municipal Problems.—Municipal charters. A detailed study of special problems in connection with the making of charters. Mj. Winter, 8:15, PROFESSOR MERRIAM.

42A. Municipal Problems.—Municipal finance. A detailed study of special problems in connection with municipal revenues and expenditures. Mj. Spring, 8:15, PROFESSOR MERRIAM.

43. Municipal Corporations.—General nature; corporate capacity; self-government; creation, annexation, division, dissolution, succession; mode of action, ratification, and curative acts; estoppel by recital; municipal police power; local improvements and services, including special assessments; municipal property, especially public streets; municipal contracts; expenditures

and donations; indebtedness; liability. Beale, *Cases on Municipal Corporations*. Mj. Winter, 1:30, PROFESSOR MOORE.

44. Administrative Law and Officers.—Administrative power and action; discretion; form and proof of official acts; notice; hearing and evidence; execution. Relief against administrative action; action to recover damages; specific relief (extraordinary legal remedies); jurisdiction, conclusiveness, and judicial control. Freund, *Cases on Administrative Law*. Mj. PROFESSOR FREUND. [Not given in 1915-16.]

45. Principles of Legislation (Social and Economic).—Constitutional provisions; legislative policies and standards; administrative provisions. Mj. Winter, 2:30, PROFESSOR FREUND.

GROUP IV. LAW

60. Torts.—Trespass to person and to property; excuses for trespass; conversion; negligence; legal duties; statutory torts; legal cause; contributory and imputed negligence; contributory illegality; possessory duties; acting at peril; liability for animals; deceit; defamation; slander, libel, privilege, malice; right of privacy; malicious prosecution; interference with social and business relations, inducing breaches of duty, fair and unfair competition, strikes, boycotts, business combinations. Open to Seniors with 27 majors of credit. An extra fee of \$5.00 per Mj. is charged for this course. Ames and Smith, *Cases on Torts* (ed. of 1909-10), Vols. I and II. 1½ Mjs. Autumn, 9:15 and 11:45 (two sections); Winter, First Term (five hours); and Second Term (two hours), PROFESSOR HALL.

61. Contracts.—Mutual assent and its communication; offers and their expiration or revocation; consideration; requisites of contracts under seal; rights of beneficiaries and assignees; joint and several contracts. Open to Seniors with 27 majors credit. An extra fee of \$5.00 is charged for this course. Williston, *Cases on Contracts*, Vol. I. Mj. Autumn, 9:15 and 1:30 (two sections), PROFESSOR MOORE.

62. The Elements of International Law.—For graduate and Senior College students; not open to Juniors. Mj. Autumn, 9:15, PROFESSOR JUDSON.

63. Statutes.—Legislative technique and principle of drafting. Operation and construction of statutes. Mj. Summer, 1:30, PROFESSOR FREUND.

77. Business Law I: Contracts and Agency in Its Relation to Contracts.—Offer and acceptance; consideration; contracts under seal; statute of frauds; capacity of parties; reality of consent; illegality; operation of contracts; interpretation; conditions; impossibility; discharge; creation and termination of the relation of agency; mutual duties of principal and agent; liability of the principal for contracts made by the agent; the agent's liability to third persons. Mj. Autumn, 8:15, ASSISTANT PROFESSOR OLIPHANT.

78. Business Law II: Business Associations.—Definition of a partnership, its creation and purposes; firm name and good will; partnership property; rights and duties of partners *inter sese*; powers and liability of partners; termination; limited partnerships; joint stock companies; partnership associations; nature of a corporation; formation; powers and liabilities; *ultra vires* transactions; rights of stockholders; directors; legislative control; dissolution; creditors' rights. Mj. Winter, 8:15, ASSISTANT PROFESSOR OLIPHANT.

79. Business Law III: Commercial Contracts.—Executed and executory sales; bills of lading; stoppage *in transitu*; fraud; warranties; statute of frauds; formal requisites of negotiable instruments; acceptance; transfer; holders in due course; liability of parties, diligence; extinguishment; definition of suretyship; subrogation; indemnity; contribution; exoneration; defenses of the surety; surety's securities. Mj. Spring, 8:15, ASSISTANT PROFESSOR OLIPHANT.

IV. THE DEPARTMENT OF HISTORY

OFFICERS OF INSTRUCTION

ANDREW CUNNINGHAM McLAUGHLIN, LL.B., A.M., LL.D., Professor and Head of the Department of History.

BENJAMIN TERRY, PH.D., LL.D., Professor of English History.

JAMES HENRY BREASTED, PH.D., Professor of Egyptology and Oriental History.

FERDINAND SCHEVILL, PH.D., Professor of Modern History.

JAMES WESTFALL THOMPSON, PH.D., Professor of Mediaeval History.

WILLIAM EDWARD DODD, PH.D., Professor of American History.

FRANCIS WAYLAND SHEPARDSON, PH.D., Associate Professor of American History.

CONYERS READ, PH.D., Associate Professor of History.

CURTIS HOWE WALKER, PH.D., Assistant Professor of History.

MARCUS WILSON JERNEGAN, PH.D., Assistant Professor of History.

CARL FREDERICK HUTH, JR., A.M., Assistant Professor of History.

ROLLA MILTON TRYON, A.M., Assistant Professor of the Methods of Teaching History in the College of Education.

ANDREW EDWARD HARVEY, PH.D., Instructor in History.

ARTHUR PEARSON SCOTT, A.M., B.D., Instructor in History.

SHIRLEY FARR, PH.B., Assistant in History.

IRVING STODARD KULL, A.M., Assistant in History.

EINAR JORANSON, A.M., Assistant in History.

FELLOWS, 1915-16

REGINALD SAXON CASTLEMAN, PH.B.

ALBERT BURTON MOORE, S.M.

HENRY CLYDE HUBBART, A.B.

NORMAN SALLIE PARKER, A.M.

BLANCHE M. LYMAN, A.M.

LAURA AMANDA WHITE, A.B.

DONALD McFAYDEN, A.B.

INTRODUCTORY

The undergraduate courses offered by the Department of History have been so arranged as to meet the needs, not only of those intending to do advanced work in the Department of History, but also of the general college student and of those intending to specialize in other departments of the University.

SEQUENCES

Introductory Courses: History 1, 2, and 3, covering European history from 376 to 1914.

Group A. Ancient, Oriental, and Classical History: A4, A5, A6, A7, History of Egypt, Babylonia, and the Early Orient; A12, History of Greece; A13 History of the Mediterranean, Alexander to Augustus; A14, The Early Roman Empire; A15, The End of the Roman Republic; A16, Economic History of Rome.

Group B. Europe in the Middle Ages: B4, The Dark Ages; B5, Europe and the Orient in the Middle Ages; B6, The Renaissance.

Group C. Europe in the Modern Period: C4, The Reformation and the Religious Wars; C6, The French Revolution and Napoleon; C7, The Democratic

Movement in Europe in the Nineteenth Century; C9, The Expansion of Europe to 1763; C10, The Expansion of Europe since 1763.

Group D. The History of England: D4, The Making of England; D5, The Making of the English Constitution; D6, The Struggle for the English Constitution; D7, Imperial England.

Group E. The History of the United States: E4, History of the United States to 1783; E5, History of the United States, 1783-1829; E6, History of the United States since 1829.

Under all circumstances courses 1, 2, and 3 are desirable for students expecting to pursue extended work in the Department. Course 3, but not courses 1 or 2, may be included in all sequences taken in the Department. Students who have received 18 majors of college credits will be permitted to enter Senior College courses in History without having taken the introductory courses. But all students who elect to take their principal or secondary sequence in the Department will be required to take at least two of the introductory courses, or else, as a substitute for them, two Senior College courses in the Department in addition to those required for the completion of the normal sequence.

As far as possible, students should take their history courses in chronological order. Courses in European History and English History should precede those in American History, and courses in Political History those in Economic and Social History. If two courses in History are to be carried in the same quarter it is desirable to choose courses which cover the same period of time in adjoining fields; for instance, a course in European History in the nineteenth century should be taken with a course in English or American History in the nineteenth century.

PRINCIPAL SEQUENCES

Three majors each from at least three of the following groups:

- a) Ancient History
- b) Europe in the Middle Ages
- c) Europe in the Modern Period
- d) History of England
- e) History of the United States

By permission of the Dean, and with the advice and consent of the departmental adviser, not more than three Senior College courses from related fields in the Social Sciences, Literature, and Art may be substituted for three majors in History in principal sequences, provided that not more than two such substitutions be made in any one group. Students preparing to teach History in secondary schools may, with the consent of the departmental adviser, substitute for two majors in History not more than two courses of a historical character offered by the College of Education.

SECONDARY SEQUENCES

Six majors selected from the following groups:

- a) Ancient History
- b) Europe in the Middle Ages
- c) Europe in the Modern Period
- d) History of the United States

Students are advised to choose their courses in the secondary sequence with reference to the subject they have elected for their principal sequence. Those

who are specializing in Latin and Greek, for example, should concentrate upon Ancient History; those specializing in French, German, Italian, or Spanish Literature should concentrate upon European History; those specializing in English, upon English History; those in Political Economy, upon Economic History and Modern History; those in Political Science, upon Modern History; and so forth. Students preparing to study Law will do well to take the bulk of their work in English and American Constitutional History.

Three outline courses in general history are provided for students of the Junior Colleges. The first course extends from 376 A.D., or thereabouts, to the year 1300; the second from 1300 to 1715; the third from 1715 to the present time. The courses provide one year of continuous work for the general student. These courses, so far as possible, should be taken in the Junior Colleges and in order.

The courses offered in the Senior Colleges are divided into five groups and are arranged as follows:

Group A. Ancient History, including the history of Egypt, Babylonia, and the early Orient, as well as that of Greece and Rome.

Group B. The Development of Mediaeval Europe, from the decline of the ancient classical civilization to the end of the Renaissance.

Group C. The History of Modern Europe, from the Reformation to the close of the nineteenth century.

Group D. The History of England.

Group E. The History of the United States.

In the Graduate School full liberty is allowed in the choice of subjects. Special courses are offered upon topics connected with Ancient, Mediaeval, and Modern European, English, and American History. In general, these subjects will be varied from year to year in regularly recurring series.

For advanced students, special seminar courses are conducted each quarter for the double purpose of introducing the student to the methods of historical research and also for the investigation of unsettled or disputed questions.

The Historical Club, a voluntary organization of instructors and students, meets frequently for the reading and discussion of papers and the review of books and journals.

In addition to the general requirements for obtaining advanced degrees, the following special requirements are announced. For convenience, five subdivisions of the field of history are recognized in the work of the Department: (a) Ancient History, including Oriental and Classical History; (b) Mediaeval History; (c) Modern European History, including contemporary English History; (d) English and American History; (e) American History and Modern European History.

1. The candidate for the Doctor's degree in History will be expected to pass an examination, not only upon the courses which he may have taken in the Graduate School, but also upon the general field of History. But the main stress of the examination will fall upon that one of the five subdivisions within which the topic of the thesis submitted lies.

2. In selecting a secondary subject for examination, the utmost liberty in the choice of a department is allowed. In each case the department concerned will determine the amount to be submitted.

3. In cases where History is chosen as a secondary subject, the candidate may submit for examination any one of the five subdivisions mentioned above. This requirement may be varied after consultation with the Department.

4. In all cases it is desirable that candidates for the doctorate should have had the following courses or their equivalents: courses 1 and 2 in Political Economy, courses 16 and 21 in Political Science, and course 71 in Sociology.

5. For the Master's degree at least one year's work in the Graduate School shall be submitted for examination. When possible, the Master's work should be largely confined to one of the five subdivisions mentioned above (a-e).

6. The candidate, in all cases where History is presented, either as a principal subject or as a secondary subject, for the Doctor's degree, will, in addition to the general requirements in French and German, be expected to have such knowledge of the language or languages in which the chief sources of the main period submitted are found as shall enable him to use such sources independently.

7. In all cases candidates are advised to call upon their respective examiners a month before the proposed examination, and definitely inform each of the work done, and of the topics which it is proposed to submit for examination.

8. Candidates for the Master's degree should select a subject for their theses early in their course and hand in a typewritten copy at least two months before their examinations. Attention is called to the University regulations in this matter, which are set forth on pp. 115 and 116 of this *Register*.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

1. **European History: The Mediaeval Period, 376-1300.**¹—Mj. Autumn, Winter, Spring, and Summer, ASSISTANT PROFESSORS WALKER AND HUTH, DR. GATES, DR. HARVEY, DR. MODE, MR. SCOTT, MISS FARR, AND OTHERS.

2. **European History: The Later Mediaeval and Early Modern Period, 1300-1715.**¹—Mj. Autumn, Winter, Spring, and Summer, ASSOCIATE PROFESSOR READ, ASSISTANT PROFESSORS WALKER AND HUTH, DR. HARVEY, DR. MODE, MR. SCOTT, MISS FARR, AND OTHERS.

3. **European History: The Later Modern Period, 1715-1900.**—Mj. Autumn, Winter, Spring, and Summer, ASSOCIATE PROFESSOR READ, ASSISTANT PROFESSOR WALKER, DR. HARVEY, MR. SCOTT, MISS FARR, AND OTHERS.

II. SENIOR COLLEGE COURSES

GROUP A. THE HISTORY OF ANTIQUITY

A4. **History of Antiquity. I: From Prehistoric Times to the Oriental Empires, Down to 1600 B.C.**—A survey of the career of man from the appearance of his earliest handiwork in Europe, the Mediterranean world, and the nearer Orient through the rise and development of civilization in the Orient in the earliest known states, especially Egypt and Babylonia, but including also early Crete, and the cultural connection between the Orient and the earliest civilization of Europe. Mj. Autumn, 2:30, PROFESSOR BREASTED.

A5. **History of Antiquity. II: The Oriental Empires, 1600 B.C. to Alexander the Great.**—A survey of civilization in the Orient during the Imperial Age, including Egypt, Asia Minor, Assyria, Chaldea, the Hebrews, Persia; giving especial attention to government, art, architecture, religion, and literature; presenting also the light thrown by oriental sources upon the early civilization of Europe, both before and after the Indo-Germanic migrations into Greece and Italy. Mj. Winter, 2:30, PROFESSOR BREASTED.

¹ Limited credit course. See p. 112.

A6. Survey of the Ancient Orient from Prehistoric Times to Alexander the Great.—A condensed survey of the periods more fully covered by courses A4 and A5. Mj. Given in the Summer Quarter only. PROFESSOR BREASTED.

A12. History of Antiquity. III: The History of Greece.—A brief study of the development of the political, social, and economic life of the Greek people from the earliest age down to the empire of Alexander. Designed to continue the study of ancient civilization begun in course A4. Mj. Winter, 9:15, ASSISTANT PROFESSOR HUTH.

A13. History of Antiquity. IV: The Civilization of the Mediterranean World from Alexander to Caesar.—A survey of the growth of the states and leagues of Greece, the Hellenistic monarchies, the beginnings of Rome, the origin and development of the Republic, the revolutionary age, and the rise of the one-man power down to the completion of the conquest of the Mediterranean. The course includes a study of governmental forms and ideals, economic and social phenomena, and will pay attention to the influence of the East upon the West. A continuation of course A12. Mj. ASSISTANT PROFESSOR HUTH. [Not given in 1915-16.]

A14. History of Antiquity. V: The Roman Empire.—A brief study of the origin and growth of imperial power in its several transformations to Justinian; the expansion of the Empire and the tendencies toward disintegration; the struggle with the barbarians; the conflict of religions and the triumph of Christianity; social structure and the economic problems of the Empire; provincial and municipal life and administration; taxation; the development and administration of the Roman Law. Continuing course A13. Mj. Autumn 9:15, ASSISTANT PROFESSOR HUTH.

A15. The End of the Roman Republic.—A close study of the era of change from the Gracchi to Augustus in all its phases. Considerable reading will be done in the sources. Mj. Summer, 1915, ASSISTANT PROFESSOR HUTH.

A16. Studies in the Economic History of Rome.—A historical study of the development of the economic resources and institutions of the Romans: the land problem and agriculture, colonization, the growth of commerce, trade and industry, the finances of the state and the municipality, taxes and tax farming, the public domain, the latifundia, slavery, the colonate, and the question of labor supply in general. An advanced course. Mj. Autumn, ASSISTANT PROFESSOR HUTH.

NOTE.—Courses A12-A16 open for graduate credit after special arrangement with the instructor.

GROUP B. THE HISTORY OF EUROPE IN THE MIDDLE AGES

B4. The Dark Ages, 180 A.D. to 814 A.D.—The imperial monarchy; the reforms of Diocletian and Constantine; the rise of the Christian Church and the Papacy; the Barbaric migrations to the formation of the Romano-Frankish Empire. Mj. Autumn, 10:45, PROFESSOR THOMPSON.

B5. The Feudal Age, 814 to 1250.—The break-up of the Frankish empire and the formation of feudal Europe; the conflict between the church and the secular power; mediaeval institutions and society; the development of commerce; the rise of the universities. Mj. Winter, 10:45, PROFESSOR THOMPSON.

B6. Europe and the Orient in the Middle Ages: The Crusades.—The Roman Empire and the Orient; the lure of the Holy Land; early pilgrimages; "Syrians" in the West; the rise of New Persia; the crisis of Islam and formation of the Bagdad Caliphate; relations of Charlemagne and Haroun al Rashid; the Byzantine Empire v. Mohammedanism; Turkish ascendancy in the East; causes of the Crusades; the Latin kingdom of Jerusalem and the history of the Crusades; the influence of the crusading movement in Europe; the Mongol invasion; loss of the Holy Land; the last Crusades and the advance of the Ottoman Turks; the fall of Constantinople, 1453. The economic, social, and cultural aspects will be emphasized throughout the course. Mj. Summer, 1915, 10:45, PROFESSOR THOMPSON.

B7. The Renaissance.—The Italian city-republics, their government, their society, and their culture; the new learning and the new art; patrons and despots. The church and her enemies. The movement of criticism and revolt in the countries beyond the Alps. Mj. Autumn, 11:45, PROFESSOR SCHEVILL.

GROUP C. THE HISTORY OF EUROPE IN THE MODERN PERIOD

C4. The Reformation and the Religious Wars, 1500-1648.—Origin, character, and effects of the Protestant revolt; the rise of the Dutch Republic; the religious wars in France; the Thirty Years' War in Germany. Considerable attention will be given to the social, economic, and intellectual as well as to the religious and political conditions of the period. Mj. Autumn, 11:45, DR. HARVEY.

C6. The French Revolution and Napoleon.—The decay of the French monarchy; Louis XVI; attempts at reform; the calling of the States-General; the Republic; Napoleon Bonaparte. Mj. PROFESSOR SCHEVILL. [Not given in 1915-16.]

C7. The Democratic Movement in Europe in the Nineteenth Century.—The Congress of Vienna; the conservative spirit; nationalism and democracy; industrialism and socialism; the unification of Italy and Germany; the Russian revolution; the Balkan states. Mj. Spring, 11:45, PROFESSOR SCHEVILL.

C8. The History of Southeastern Europe.—A course involving the race problems of the Balkans; the rivalry of Slav, Hungarian, and Turk; the successive ascendancy of Greek, Bulgarian, Serb, and Turk; Turkish triumph and disruption. Stress is laid on contemporary problems. Mj. Winter, 11:45, PROFESSOR SCHEVILL.

C9. The Expansion of Europe.—A preliminary survey of European expansion and colonial enterprise in ancient and mediaeval times; the age of discovery; the Portuguese, Dutch, and English in the East Indies; European colonies in the New World; the conflict between France and England for North America and India. Mj. Autumn, 8:15, ASSOCIATE PROFESSOR READ.

C10. The Expansion of Europe in the Nineteenth Century.—The colonial and commercial expansion of Europe in the Eastern hemisphere, with particular reference to the problems of colonial and world politics in the Near and Far East. Mj. Spring, MR. SCOTT.

C20. The Political and Social Institutions of Russia.—The building of an empire and its expansion; autocracy and bureaucracy; landlordism and peasantry; radical and liberal thought; the problem of nationalities; the beginnings of constitutionalism. Mj. Summer, 10:30, ASSISTANT PROFESSOR HARPER.

GROUP D. THE HISTORY OF ENGLAND

D4. The Making of England.—The constitutional and political history of England to the thirteenth century: the land and the people; the beginnings of nationality; the founding of the old English state; the Norman conquest and its results; the introduction of feudalism; the organization of the national courts; the growth of the cities; the birth of popular rights. Recommended in the pre-legal year, preparatory for the Law School. Open to Junior College students of the second year. Mj. Winter, 9:15, PROFESSOR TERRY.

D5. The Making of the English Constitution.—The constitutional and political history of England from the thirteenth century to the Reformation: the Great Charter; the origin of Parliament—the form; the growth of Parliament—its powers; the theory of prerogative; the passing of feudalism and the rise of the commercial and industrial classes; and the dawn of the national era. Recommended in the pre-legal year, preparatory for the Law School. Open to Junior College students of the second year. Mj. Spring, 9:15, PROFESSOR TERRY.

D6. The Struggle for the English Constitution.—The constitutional and political history of England from the Reformation to the Revolution of 1688: the Tudor system of administration; constitutional reaction; the English Declaration of Independence; the new ordering of the English church; the war of

English independence; the Stuart menace to the constitution; the struggle to restore the balance of the constitution; Cromwell; the Restoration; the second fall of the Stuarts and the re-establishment of limited monarchy in England. Open to Junior College students of the second year. Mj. PROFESSOR TERRY. [Not given in 1915-16.]

D7. Imperial England.—The constitutional and political history of the British empire from the Revolution to the present time: the founding of the colonial empire; the reordering of the state on the basis of the Bill of Rights; the Union; the struggle to maintain the empire; the rise of party government; King rule v. Parliament rule; the loss of the American colonies; industrial revolution; England in the Napoleonic wars; the second era of colonial expansion; federation; the eastern question; England in Africa; parliamentary reform; the rise of democracy; the obscuration of the Lords. Open to Junior College students of the second year. Mj. Autumn, 1915, 9:15, PROFESSOR TERRY.

GROUP B. THE HISTORY OF THE UNITED STATES

E4. History of the United States: The Early Period, 1607-1783.—Recommended for students in the pre-legal year, preparatory to entering the Law School. Mj. Autumn, 8:15 and 9:15, ASSOCIATE PROFESSOR SHEPARDSON AND MR. SCOTT.

E5. History of the United States: The Formative Period, 1783-1829.—Recommended for students in the pre-legal year, preparatory to entering the Law School. Mj. Winter, 8:15 and 9:15, PROFESSOR McLAUGHLIN AND ASSOCIATE PROFESSOR SHEPARDSON.

E6. History of the United States: Division and Reunion, 1829-1900.—Recommended for students in the pre-legal year, preparatory to entering the Law School. Mj. Spring, 8:15 and 9:15, PROFESSOR McLAUGHLIN AND ASSOCIATE PROFESSOR SHEPARDSON.

III. GRADUATE COURSES

A50. The Sources of Early Oriental History.—A study of the form, paleography, field-methods of recording, processes of publication, extent, character, classification of content, historical value, and method of use of the monumental and documentary sources of early oriental history (Egypt, Babylonia, Assyria, Syria, and the Hittites). The endeavor is made to present a complete survey of the surviving historical monuments of the early East; the course is intended for general historical students. Mj. Spring, 2:30, PROFESSOR BREASTED.

B50. Historiography and Historical Bibliography.—Lectures supplemented by an examination of the most important collections of sources and of the bibliographical tools most needed in historical investigation. Mj. Autumn, PROFESSOR THOMPSON.

B51. Historical Criticism.—A study of the principles of historical investigation, with some reference to the auxiliary sciences and their uses. Lectures will be supplemented by practical exercises, with documents to exemplify the problems of criticism. Mj. Winter, PROFESSOR THOMPSON.

B53. Roman, Barbarian, and Christian.—PROFESSOR THOMPSON. [Not given in 1915-16.]

B54. The Church and the Roman Empire.—From the first to the fifth century: conditions governing social changes; evolution of religious conceptions and institutions in general; formation of a Mediterranean state and civilization; the religious side of this process, exclusive of Christianity; Christianity as a revolution in the *mores*; its general relation to the process of religious evolution; characteristics of the "church" as a *group*; reasons for its growth; its disruptive influence on the older group-life; gradual change in its attitude toward society; process by which the church wins control of the armed force and governmental machinery of the empire; the attempt to impose the standards of the church on society; the compromise; monasticism; the power of the clergy at the beginning of the fifth century. Mj. Spring, 1:30, ASSISTANT PROFESSOR WALKER.

B55. The Church and the Barbarians.—From Gregory the Great to the twelfth century, 590–1100: the clergy as leaders of old society over against the invaders; the church and its reaction on the new religious conceptions and practices introduced by the invaders; as the moral trainer of society (example, preaching, the confessional, chivalry, marriage); monasticism as an economic and intellectual agent; the church as the transmitter of Roman notions of administration and law; as a mold of public opinion and a political force; the contemporaneous barbarization and feudalization of the church. Mj. Summer, 1915, 1:30, ASSISTANT PROFESSOR WALKER.

B56. The Church and Mediaeval Society, 1100–1500.—As leader: in the Crusades; in moral, intellectual, and artistic education of society (friars, universities); administration and statesmanship; promotion of travel and extension of geographical knowledge; medicine and charity; social activities of the village community; as retarder: opponent of national development (the papal theocracy and papal states); opponent of freedom of thought (Abelard, heresies, inquisition); opponent of new educational movements. Mj. ASSISTANT PROFESSOR WALKER. [Not given in 1915–16.]

B60. Feudal Germany.—The work in this course will consist of the critical reading of some selected chronicle pertaining to the history of mediaeval Germany between 919 and 1250 A.D. Ability to read Latin and modern German required. Mj. PROFESSOR THOMPSON. [Not given in 1915–16.]

B61. Feudal France.—The work will consist of the critical reading of some selected chronicle pertaining to the history of mediaeval France between 900 and 1200 A.D. Ability to read Latin and French required. Mj. PROFESSOR THOMPSON. [Not given in 1915–16.]

B62. Mediaeval Economic and Social History from 180 A.D. to the Crusades (1095).—Introduction: the rise of economic history. The later Roman empire: trade and commerce; social structure and economic conditions; social and economic factors conditioning the rise and development of Christianity; the Germans and other barbarians: economic and social forces during the migrations; the fusion of Roman, German, and Christian elements in the early Middle Ages; social and economic forces in monasticism; the public economy of Charlemagne; commercial and social effects of the Saracen and Northmen invasions; the rise of the Turks and the transformation of Europe in the tenth and eleventh centuries; the commerce and trade of the Byzantine Empire from Justinian to the Crusades. Mj. PROFESSOR THOMPSON. [Not given in 1915–16.]

B63. Mediaeval Economic and Social History from the Crusades to the Epoch of Discovery.—Continuing the study of mediaeval economic history. Mj. PROFESSOR THOMPSON. [Not given in 1915–16.]

NOTE.—For courses B62 and B63 the prerequisites are courses B4 and B5.

B65. History of Civilization.—A review of mediaeval society (classes, agriculture, justice, chivalry, etc.), the rise of the cities, the guilds, Roman law, universities, the routes of trade, humanism. Mj. PROFESSOR SCHEVILL. [Not given in 1915–16.]

C85. History of Civilization (continued).—The Renaissance; intellectual and economic effects of discoveries; theological controversies; progress of sciences; commercial activities; nineteenth-century spirit. Mj. PROFESSOR SCHEVILL. [Not given in 1915–16.]

C55. The Period of the Late Reformation, 1540–1648.—The counter-Reformation; the wars of religion; the industrial and social, as well as the religious conditions of the period. Mj. ASSOCIATE PROFESSOR READ. [Not given in 1915–16.]

C57. Commercial and Industrial History of Europe.—From the Reformation to the Industrial Revolution. Mj. ASSOCIATE PROFESSOR READ. [Not given in 1915–16.]

C70. The Rise of Prussia.—The growth of Brandenburg and its reigning house; the great Elector; the kingdom of Prussia; Frederick the Great; the political, industrial, and social conditions during Frederick's reign: the military achievements. **Mj. PROFESSOR SCHEVILL.** [Not given in 1915-16.]

C71. The Rise of Prussia.—A continuation of course 70. Prussia and the French Revolution; Prussia and Napoleon; the reforms of Stein; the Zollverein; the revolutionary movements; the North German Confederation; the foundation of the German Empire. These two courses will be conducted by lectures and by reading and interpretation of original documents. **Mj. PROFESSOR SCHEVILL.** [Not given in 1915-16.]

C75. The French Revolution.—The study of the *ancien régime* is followed by the history of the reign of Louis XVI; the meeting of the States-General; the triumph of the Revolution, and the making of a constitution. Lectures and reports. **Mj. Autumn, 10:45, PROFESSOR SCHEVILL.**

C76. The French Revolution (continued).—The rise of republicanism and the overthrow of the monarchy, the revolutionary wars, the triumph of the radicals and the Reign of Terror, the reaction of Thermidor and the establishment of the Directory (1795). Based on a study of documents by the class. **Mj. Winter, 10:45, PROFESSOR SCHEVILL.**

D51. Introduction to the Study of English History.—Sources and literature of English history; importance of English institutions; principles of progress; development of constitutional monarchy; the awakening of the nation; the struggle for religious and political liberty; the expansion of the empire; the growth of the democracy. **Mj. PROFESSOR TERRY.** [Not given in 1915-16.]

D52. The Beginnings of English Nationality.—The development of early English institutions from the earliest times to the Norman conquest. **Mj. PROFESSOR TERRY.** [Not given in 1915-16.]

D53. The Founding of the Modern English State.—The Norman Conquest and its results; the development of the Norman-Angevin administrative and judicial systems; tenure and military service; borough and borough administration, etc.; from the Norman Conquest to Magna Charta. **Mj. PROFESSOR TERRY.** [Not given in 1915-16.]

D54. The Development of English Constitutional Government.—The development of the parliamentary system of the later Angevin and the Lancastrian kings, from Magna Charta to the accession of Edward IV. **Mj. PROFESSOR TERRY.** [Not given in 1915-16.]

D55. The Struggle for the English Constitution (First Period).—The constitutional reaction of the Tudor era and the opening of the struggle for the recovery of constitutional rights; from the accession of Edward IV to the death of Cromwell. **Mj. Autumn, 11:45, PROFESSOR TERRY.**

D56. The Struggle for the English Constitution (Second Period).—The renewal of the struggle for constitutional rights in the later Stuart era and the establishment of parliamentary government in the eighteenth century; from the Stuart restoration to the fall of Lord North. **Mj. Winter, 11:45, PROFESSOR TERRY.**

D57. The English Constitutional Monarchy and the Rise of Democracy.—The shortcomings of the later English constitutional system and the reform of the nineteenth century; from Pitt to Asquith. **Mj. Spring, 11:45, PROFESSOR TERRY.**

D67. The Economic and Social History of England from the Close of the Middle Ages to the Industrial Revolution.—The end of villeinage, the economic factor in the English Reformation; the inclosure movement and the consequences; organization and decay of the craft guilds; the trading companies and their relation to colonizing enterprise; finance; banking; social life; the relations of the government to commerce and industry; taxation; the mercantile system. **Mj. Winter, 8:15, ASSOCIATE PROFESSOR READ.**

E50. American Historiography and Bibliography.—A systematic study of the main published sources of American history, and an examination of the character and quality of secondary authorities. Mj. Spring, ASSISTANT PROFESSOR JERNEGAN.

E51. The Constitutional and Political History of the American Colonies.—Mj. PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E52. The Social and Industrial History of the American Colonies.—The origin and development of colonial institutions; the English background; ethnic elements of the population; economic forces; land and labor systems; the plantation, slavery, agriculture; industries, transportation, commerce; the town in its economic and social aspects; religion and morals, charity, education, and the general social life and intellectual development. Mj. Winter, 8:15, ASSISTANT PROFESSOR JERNEGAN.

E53. American Social and Industrial History, 1750-1830.—Social, industrial, and religious conditions in the later eighteenth century; the great immigration, Germans and Scotch-Irish; settlement of the back country; new religious and social forces; contest of the interior with the coast; effect on the Revolution; the struggle for religious liberty; effect of the Revolution on social and economic life; educational development; the Old West and the beginning of the westward movement. Mj. Spring, 8:15, ASSISTANT PROFESSOR JERNEGAN.

E51. The Constitutional History of the United States, 1760-89.—A study of the rise of the United States as a federal state; the origin of the federal system in colonial times; its development during the Revolution, and its establishment by the Convention in 1787. Mj. Autumn, 2:30, PROFESSOR McLAUGHLIN.

E52. The Constitutional History of the United States, 1789-1860.—The principles of constitutional construction; the growth of judicial authority; the development of the doctrine of state sovereignty; the growth of national sentiment; the rise of parties and their constitutional effects; constitutional problems connected with territorial annexation and with slavery. Mj. Winter, 2:30, PROFESSOR McLAUGHLIN.

E55. The History of the United States, 1860-69.—Mj. Winter, 9:15, ASSOCIATE PROFESSOR SHEPARDSON.

E56. The History of the United States, 1869-77.—Mj. Spring, 9:15, ASSOCIATE PROFESSOR SHEPARDSON.

E57. The History of the United States, 1877-1912.—In these three courses a study is made of the conditions of the leading political and social events and conditions in the period since the Civil War. Special investigations are made by the students in the sources as well as in the best secondary authorities. Mj. Autumn, 9:15, ASSOCIATE PROFESSOR SHEPARDSON.

E58. Teachers' Course in American History, 1760-1860.—Bibliography; investigation of special topics. Open to teachers of secondary schools who are especially interested in American history. Undergraduate students must have had the courses of Group E (p. 159). M. Summer, 1915, Second Term, ASSOCIATE PROFESSOR SHEPARDSON.

E70. United States History: The New West, 1763-1830.—Exploration and settlement; origin, development, and administration of the public domain; the Northwest and Southwest territories; the creation of new states and their relations to the Union; institutional development of the New West; frontier conditions, land policy; Indian problems; industry and transportation; religion, social, and educational development; effects on national life. Mj. Winter, 2:30, ASSISTANT PROFESSOR JERNEGAN.

E71. United States History: Westward Extension, 1830-1861.—The Erie Canal; the growth of the West; political and social problems; industrial development; conditions 1820-61. Mj. ASSISTANT PROFESSOR JERNEGAN. [Not given in 1915-16.]

NOTE.—In the four courses E52, E53, E70, E71, a study is made of the evolution of American institutions and character with special stress on religious, economic and social development. Much emphasis is laid on original investigations in these phases of the subject.

E80. United States History: The History of the South.—A brief course on the essential features of southern history, with special emphasis on social and cultural conditions. Mj. PROFESSOR DODD. [Not given in 1915-16.]

E81. United States History: The Old South, 1763-1833.—Mj. Summer, 1:30, PROFESSOR DODD.

E82. United States History: The Lower South, 1833-61.—Mj. Spring, 1:30, PROFESSOR DODD.

E83. United States History: The South and the Civil War.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E84. United States History: Civilization of the Ante-bellum South.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E85. The South from 1833-1865.—Growth of slavery; the annexation of Texas; the Mexican War; social and religious conditions; industrial changes. Mj. PROFESSOR DODD. [Not given in 1915-16.]

THE SEMINARS

C101. The French Revolution.—A seminar course. Study of selected documents relating to the first period of the Revolution. French a prerequisite. Mj. Spring, W., 3:30-5:30, PROFESSOR SCHEVILL.

C105. Selected Topics in the Social and Economic History of Western Europe in the Sixteenth Century.—Mj. Winter, Tu., 3:30-5:30, ASSOCIATE PROFESSOR READ.

D101-105. Seminar in English History.—Topic changed every year. The development of representative government in England—an investigation of constitutional questions connected with the origin of the Commons and the growth of the powers of Parliament. The Seminar in English history is designed *primarily* to introduce the student to methods of historical investigation, to familiarize him with the literature of research, and to give some practical experience in handling original sources of information; *secondarily* to bring those students who are especially interested in English history into contact with themes suitable for a thesis to be presented in candidacy for the higher degree, to direct the student in gathering and preparing materials, and to give him the advantage of the criticism and suggestions of others working upon kindred subjects. 3Mjs. Autumn and Winter, F. 4:00-6:00, PROFESSOR TERRY.

E101, 102. The Preliminaries of the American Revolution.—A study of the constitutional principles at issue in the controversy between England and America, of their historical background in English history, and of the main theories of American government as disclosed by political controversy. 2Mjs. PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E103, 104. The Constitutional Questions of the American Revolution.—2Mjs. PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E105. Development of Religious Liberty in America.—Mj. Spring, PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E106. The Beginnings of American Church History.—Mj. Spring, M., 2:30-4:30, PROFESSOR McLAUGHLIN.

E110. The Problems of the Confederation.—Mj. PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E111. The Philadelphia Convention of 1787.—M. PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E112, 113, 114. State Constitutions.—A study of the origins, formation, and development of the state constitutions. Mj. PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E115. The Constitutional Questions of Jackson's Administration.—PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E117, 118. The Theory and Principle of Federal Organization in America.—An examination of the doctrines of state sovereignty and nationalism, 1776-1861. 2Mjs. PROFESSOR McLAUGHLIN. [Not given in 1915-16.]

E120. The Religious Development of the Old Northwest.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E121. The West and the War with Mexico.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E122. Slavery Question in the Old Northwest.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E123. South Carolina and the War with Mexico.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E124. Slavery in the Southwest.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E125. Southern Influence in the Northwest, 1850-60.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E126. Attitude of the Northwest during the Civil War.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E130. Church and State in the Old South.—Mj. Autumn, PROFESSOR DODD. [Not given in 1915-16.]

E131. The South and the Compromise of 1850.—Mj. Winter, PROFESSOR DODD. [Not given in 1915-16.]

E132. The South and the Compromise of 1820-21.—Mj. Spring, PROFESSOR DODD. [Not given in 1915-16.]

E133. The South and the Tariff.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E134. Studies in the History of Secession.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E135. Rise of the Democratic Churches in the South, 1740-1800.—PROFESSOR DODD. [Not given in 1915-16.]

E136. The Tariff Conflict of 1832-33.—Mj. PROFESSOR DODD. [Not given in 1915-16.]

E137. Studies in Confederate Internal History.—Mj. Summer, 1915, PROFESSOR DODD.

E138. The Nullification Struggle.—Mj. Spring, PROFESSOR DODD.

Students desiring to specialize in Ancient History will find abundant opportunity. Besides work offered in the History Department, A4, A5, A12, A13, A14, A15, A16, A50, special courses are offered in the Departments of Greek, Latin, and the History of Art. These enable students who wish to do graduate work in this branch to get a complete training in the subject itself and in its auxiliary sciences. Special attention is called to the following courses, which may be taken for credit under Group A, and in which as far as possible the instructors will assign the work to individual students with reference to their major. In the Department of Greek special attention is called to courses 18, Thucydides and

Aristophanes; 19, Research Course in Greek History; 20, Aristotle, *Constitution of Athens*; 22, Isaeus and the Private Orations of Demosthenes, Professor Bonner; 39, Herodotus, Associate Professor Castle; 47, Greek Inscriptions, Professor Tarbell; 47A, Greek Historical Inscriptions, Professor Bonner. In the Department of Latin of interest to the student of history: 23, Caesar: "Civil War," Professor Merrill; 17, Cicero, *Letters*, Professor Merrill; 83, Roman Religion, Professor Laing; 85, Introduction to Latin Inscriptions, Professor Laing; 65, The Early Years of the Reign of Nero, Professor Merrill; 93-95, Seminars: *Letters of Cicero*, Professor Merrill. The Department of the History of Art offers work in 2, Greek Art; 5, Roman Art; 9, Greek and Roman Coins and Gems, Professor Tarbell.

Courses are offered in the Department of Church History in the Divinity School which graduate students can frequently take advisedly and for which they can receive full credit in the Graduate School. Courses offered in Church History, 1915-16, which would be especially suitable for graduate students are: 4, The Church and the Roman Empire; 7, The Church and the Barbarians, Assistant Professor Walker; 24, The Roman Catholic Church since the Counter-Reformation, Dr. Gates; 34, English Church History from Wyclif to Elisabeth; 37, English History in the Nineteenth Century, Associate Professor Moncrief.

The Department of Sanskrit offers course 16, History of India. The course will trace the political history of India and the parallel social development from the time of the Rig Veda to the Battle of Plassey in 1757. The formation of the Mongol Empire in Central Asia will be traced in order to give a background for the treatment of the Mogul Period in India. Mj. Spring, Assistant Professor Clark.

In the Department of Russian attention is called to the course on the Political and Social Institutions of Russia by Assistant Professor Harper.

Courses in the Department of Political Science (III) of special value to the student of history are 9, 10, 11, 12, 14, 15, 16, 17, 22, 25, 27, 31, 43, 44, 54; in the Department of Political Economy (II) 4, 5, 10, 15, 37, 41, 57; in the Department of Sociology and Anthropology (VI) 1, 26, 30, 71, 74-76; in the Department of Education (IB), of special value to students of American History, 17, 18, History of American Education, (1) Colonial Period to 1783, (2) 1783-.

In the Department of Geography (XXIA) these courses are of special value to students of history: 7, Influence of Geography on American History; 18, The Historical Geography of American Cities; 21, Geographic Influences in the History of New England; 22, Geographic Influences in the History of the Interior; 23, Geographic Influences in the History of the Western States, Associate Professor Barrows.

There are various courses in other departments which are, either directly or indirectly, of a historical nature. Special attention is called to Ancient Oriental History (VIII) 80-82, 106, 115-17, 226; New Testament Times (IX) 11, 13; Mohammedan History (VIII) 216, 218, 220, 226.

Students of Mediaeval History will find especially valuable in the Department of Latin course 65, Introduction to Latin Paleography, Associate Professor Beeson.

SUMMARY OF COURSES OFFERED BY THE DEPARTMENT OF HISTORY, 1915-16

Summer, 1915	Autumn 1915	Winter, 1916	Spring, 1916
1. European History (Walker) 2. European History (Walker) 3. European History (Harvey) 4. European History (Scott) 5. Survey of Ancient Orient (Breasted) 6. Alexander to Augustus (Huth) 7. End of Roman Republic (Huth) 8. End of Middle Ages (Thompson) 9. Absolute Monarchy (Harvey) 10. Expansion of Europe in Nineteenth Century (Scott) 11. Russia (Harper) 12. Imperial England (Terry) 13. American History, 1783-1829 (Shepardson) 14. Church and Barbarians (Walker) 15. Social and Economic History of the Middle Ages (Thompson) 16. Struggle for the English Constitution (Terry) 17. American Bibliography and Historiography (Jernegan) 18. Constitutional and Political History of Colonies (McLaughlin) 19. Teachers' Course (Shepardson) 20. New West (Jernegan) 21. Old South (Dodd) 22. State Constitutions (McLaughlin) 23. Confederate Internal History (Dodd)	1. European History (Walker, Gates, Farr, Hubbard) 2. European History (Huth) 3. European History (Read) 4. Prehistoric Times to Oriental Empires (Breasted) 5. Roman Empire (Huth) 6. Studies in the Economic History of Rome (Huth) 7. Feudal Age (Thompson) 8. Renaissance (Schevill) 9. Reformation (Harvey) 10. Expansion of Europe (Read) 11. Imperial England (Terry) 12. History of United States: Early Period (Shepardson, Scott) 13. Historiography (Thompson, Schevill) 14. French Revolution (Schevill) 15. Struggles for English Constitution (Terry) 16. Constitutional History of the United States (McLaughlin) 17. History of the United States, 1877-12 (Shepardson) 18. Seminar in English History (Terry) 19. Constitutions (McLaughlin)	1. European History (Mode) 2. European History (Walker, Huth, Harvey, Scott, Farr, Hubbard) 3. European History (Read) 4. Oriental Empires (Breasted) 5. Greece (Huth) 6. Crusades (Thompson) 7. Southeastern Europe (Schevill) 8. Expansion of Europe in Nineteenth Century (Terry) 9. Making of England (Scott) 10. History of the United States: Division and Reunion (McLaughlin, Shepardson) 11. Sources of Oriental History (Breasted) 12. Church and Roman Empire (Walker) 13. English Constitutional Monarchy (Terry) 14. American Bibliography and Historiography (Jernegan) 15. American Social and Industrial History (Jernegan) 16. History of the United States, 1869-77 (Shepardson) 17. The Lower South, 1833-61 (Dodd) 18. French Revolution (Schevill) 19. Beginnings of American Church History (McLaughlin) 20. Nullification Struggle (Dodd)	1. European History (Mode) 2. European History (Walker, Huth, Harvey, Scott, Farr, Hubbard) 3. European History (Read) 4. Oriental Empires (Breasted) 5. Greece (Huth) 6. Crusades (Thompson) 7. Southeastern Europe (Schevill) 8. Expansion of Europe in Nineteenth Century (Terry) 9. Making of England (Scott) 10. History of the United States: Division and Reunion (McLaughlin, Shepardson) 11. Sources of Oriental History (Breasted) 12. Church and Roman Empire (Walker) 13. English Constitutional Monarchy (Terry) 14. American Bibliography and Historiography (Jernegan) 15. American Social and Industrial History (Jernegan) 16. History of the United States, 1869-77 (Shepardson) 17. The Lower South, 1833-61 (Dodd) 18. French Revolution (Schevill) 19. Beginnings of American Church History (McLaughlin) 20. Nullification Struggle (Dodd)

V. THE DEPARTMENT OF THE HISTORY OF ART

OFFICERS OF INSTRUCTION

FRANK BIGELOW TARBELL, PH.D., Professor of Classical Archaeology.

JAMES HENRY BREASTED, PH.D., Professor of Egyptology and Oriental History.

WALTER SARGENT, Professor of Fine and Industrial Art in Relation to Education.

RICHARD OFFNER, PH.D., Instructor in the History of Art.

FELLOW, 1915-16

ELIZABETH SHERER, A.M.

INTRODUCTORY

The University owns a considerable number of original Egyptian antiquities and of casts of Egyptian and Assyrian bas-reliefs and other objects. It owns also several thousand photographs illustrating all branches of the history of art which are here taught. These are constantly accessible to students. Furthermore, the neighboring Field Museum of Natural History has some illustrative material, the Egyptian collection being unusually valuable; and the Art Institute of Chicago, which may be reached in about half an hour from the University, has a large number of casts of sculpture and architecture, reproductions in bronze of most of the bronze statues found in Pompeii and Heroulaneum, some original works of Egyptian, Greek, and Roman art, and a gallery of paintings, which includes examples of some of the great masters of the seventeenth century. Much use is made by the Department of the opportunities afforded by these collections.

SEQUENCES

Principal or secondary sequences may consist of any combination of courses in the Department; Aesthetics I-7, School of Education CLV-12 may be employed. Greek History may be taken in connection with Greek Art, Roman History with Roman Art, Italian Language and Literature and Italian History with Italian Art.

Graduate students desiring to use any of the following courses in fulfilment of the requirements for one of the higher degrees are expected to undertake some work in addition to that required of undergraduates.

Candidates for the degree of Doctor of Philosophy who make the History of Art their major or minor subject are at liberty to confine themselves to either the Ancient Period or the Mediaeval and Modern Period. Such students are, however, strongly urged to obtain at least a general acquaintance with the art of the period in which they are not specialising.

COURSES OF INSTRUCTION

I. SENIOR COLLEGE AND GRADUATE COURSES

GROUP I. THE ANCIENT PERIOD

1. Oriental Art from the Earliest Times to the Advent of Alexander.—A study of the chief monuments of the early oriental world, in order to determine their art value and their contribution to later civilization. Mj. Spring, 2:30, PROFESSOR BREASTED.

2. Greek Art.—An elementary course on Greek architecture and sculpture. Mj. Autumn, 8:15, PROFESSOR TARBELL.

3. Greek Life, Studied from the Monuments.—While this course is primarily concerned with certain outward aspects of Greek life, the attempt is made so to interpret these as to present an intelligible, though partial, picture of Greek

civilization. Among the topics discussed are the following: the city, the house, furniture, dress, athletic games, industrial arts, warfare, religious ceremonies. Mj. PROFESSOR TARBELL. [Not given in 1915-16.]

4. Ancient Athens, Olympia, and Delphi.—A study based upon the extant remains. Mj. PROFESSOR TARBELL. [Not given in 1915-16.]

4A. Olympia and Delphi.—M. Summer, Second Term, 9:00, PROFESSOR TARBELL.

5. Roman Art.—An elementary course on Roman architecture, sculpture, and painting, with some attention to the minor arts. Mj. Winter, 8:15, PROFESSOR TARBELL.

5A. Roman Architecture.—M. Summer, Second Term, 8:00, PROFESSOR TARBELL.

6. Fifth-Century Greek Sculpture.—Prerequisite: course 2. Mj. PROFESSOR TARBELL. [Not given in 1915-16.]

7. Fourth-Century Greek Sculpture.—Prerequisite: course 2. Mj. PROFESSOR TARBELL. [Not given in 1915-16.]

8. Greek Drawing and Painting.—The extant examples of Greek drawing and painting being chiefly upon vases, these constitute the principal subject-matter of the course. At the same time the attempt is made to give some idea of the position and achievements of the art of painting at its highest among the Greeks. Mj. PROFESSOR TARBELL. [Not given in 1915-16.]

9. Greek and Roman Coins and Gems.—Mj. Autumn, 9:15, PROFESSOR TARBELL.

10. Greek Architecture.—M. Summer, First Term, 8:00, PROFESSOR TARBELL.

11. Attic Red-figured Vases.—Prerequisite: course 8. Mj. PROFESSOR TARBELL. [Not given in 1915-16.]

12. Prehistoric Art in Greece.—M. Summer, First Term, 9:00, PROFESSOR TARBELL.

GROUP II. THE MEDIAEVAL AND MODERN PERIOD

26. Gothic Architecture.—This course examines the principles of Gothic construction, its origins, and its modern revivals. Mj. Spring, 2:30, DR. OFFNER.

27. Sienese Art.—Mj. Summer, 10:30, DR. OFFNER.

28. Leonardo, Michelangelo, and Andrea del Sarto.—Mj. Summer, 11:30, DR. OFFNER.

29. German Painting of the Renaissance.—This course is devoted to the arts of portraiture, engraving, and drawing in the fifteenth and sixteenth centuries in Germany and to comparative study of the German and Italian schools of the time, with emphasis upon their greatest artistic personalities—Dürer, Holbein, Leonardo, Michelangelo, Raffael, and Andrea del Sarto. Mj. Autumn, 2:30, DR. OFFNER.

30. Flemish Painting.—This course, besides tracing the pictorial evolution in Flanders during the fifteenth, sixteenth, and seventeenth centuries, is occupied chiefly with the artistic personalities of Van Eyck, Memlinc, Rubens, and Van Dyck, and with the relations of the art of Flanders to that of Italy and Germany. Mj. Winter, 2:30, DR. OFFNER.

31. Florentine Art of the Renaissance.—Mj. Autumn, 1:30, DR. OFFNER.

32. Umbrian Art of the Renaissance.—Mj. Winter, 1:30, DR. OFFNER.

33. Venetian Art of the Renaissance.—Mj. Spring, 1:30, DR. OFFNER.

Courses 31-33 afford a complete view of the art of Italy during its period of highest excellence. They deal with architecture, sculpture, and painting in the principal, and also the less important, centers.

GROUP III. SUPPLEMENTARY COURSES

16. **Color in Pictorial and Decorative Art.**—This course consists partly of lectures and partly of technical work, and is planned to train appreciation of color in works of art. M. Summer, First Term, 8:00–10:00. Mj. Winter, 8:00–10:00, PROFESSOR SARGENT.

18. **The Elements of Pictorial Expression.**—A course consisting partly of lectures and partly of technical work involving analysis of works of art in order to formulate the more important elements which differentiate works of art from mechanical records of nature. Some technical ability in drawing is a prerequisite to this course. M. Summer, Second Term, 8:00–10:00, PROFESSOR SARGENT.

Attention is called to course 7 in the Department of Philosophy, on Aesthetics, given in the Spring Quarter, by PROFESSOR TUTTS.

VI. THE DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

OFFICERS OF INSTRUCTION

ALBION WOODBURY SMALL, PH.D., LL.D., Professor and Head of the Department of Sociology.

†CHARLES RICHMOND HENDERSON, PH.D., D.D., Professor and Head of the Department of Practical Sociology.

WILLIAM ISAAC THOMAS, PH.D., Professor of Sociology.

FREDERICK STARR, PH.D., Sc.D., Associate Professor of Anthropology; Curator of the Anthropological Section of Walker Museum.

GEORGE AMOS DORSEY, PH.D., Associate Professor of Anthropology.

SCOTT E. W. BEDFORD, A.M., Assistant Professor of Sociology.

EDITH ABBOTT, PH.D., Instructor in Methods of Social Investigation.

ROBERT E. PARK, PH.D., Professorial Lecturer in Sociology (Spring and Summer Quarters, 1915).

SPECIAL INSTRUCTORS

MARY E. McDOWELL, Head Resident of the University Settlement.

CLARENCE ELMER RAINWATER, A.M., Assistant in Sociology.

HOWARD BROWN WOOLSTON, PH.D., Assistant Professor of Political Science, College of the City of New York (Summer, 1915).

FELLOWS, 1915–16

EDWARD BYRON REUTER, A.M.

RALEIGH W. STONE, S.M.

INTRODUCTORY

The division of labor assigned to this Department is a study on the one hand of the general processes of human association, and on the other hand of the principles of conduct indicated by ascertained knowledge of social relations considered as a whole.

This double task implies, first, that the Department depends largely upon use of the methods and results of the other departments of social science, including Psychology; second, that Sociology is held responsible for some distinct contribution to the final interpretation of all the different analyses of human experience.

† Deceased.

The union of the subjects of Anthropology and Ethnology with Sociology is merely provisional. The courses offered are intended to enable students to gain a general idea of the earlier stages of human progress, to take a survey of the races of mankind, to study the beginnings made by primitive man in times before history, and to acquire necessary methods of research in these subjects.

SEQUENCES

Elementary Courses: 1, Introduction to the Study of Society; 80, General Anthropology; 82, Ethnology. *Intermediate Courses:* 3, Social Origins; 4, Labor Conditions and Problems; 5, The Family; 6, American Cities; 8, Social Psychology; 9, Introduction to Statistics; 92, The American Race; 93, Ethnology. *Advanced Courses:* Group I, General Sociology: 11, Abnormal Psychology; 12, Psychopathic, Retarded, and Mentally Deficient Children; 13, Moral Education and Juvenile Delinquency; 15, Elements of General Sociology; 16, History of Sociology from the Beginning of the Nineteenth Century; 17, The Conflict of the Classes in Modern Society; 18, The Ethics of Sociology; 19, Development of Sociology in Germany Since 1870; 21, Social Forces in Modern Democracy: United States; 22, Social Forces in Modern Democracy: England. Group II, Social and Racial Psychology: 30, The Social Attitudes; 31, Mental Development in the Race; 32, The Psychology of Divergent Types; 33, Prostitution; 35, Evolution of Morality; 37, The Crowd and the Public; 38, The Newspaper; 43, The Negro in America; 44, The Negro in Africa; 45, The European Peasant; 46, The Jew. Group III, Social Technology: 51, Social Treatment of Crime; 52, Evolution of Philanthropy; 53, The Church and Society; 56, Methods of Social Investigation; 57, Rural Communities; 58, Organization and Administration of Charities; 60, The Immigrant; 61, Population, The Standard of Living, and Eugenics; 61A, Vital Statistics; 62, Trade Unionism; 63, The Playground Movement; 64, Playground Direction; 65, Playground Administration; 68, Family Rehabilitation; 69, The Child and the State; 70, The Economic Position of Women; 71, Moral Education and Delinquency. Group IV, Anthropology and Ethnology: 100, Mexico; 101, Japan; 102, Pueblo Indians of Mexico; 103, The Peoples of the Congo Free State.

PRINCIPAL SEQUENCES

Courses 1 and 3, if not taken in the social science sequence: not less than five of the following courses: 4, 8, 9, 11, 15, 16, 17, 18, 30, 31, 37, 43, 51, 56, 57, 58, 60. The remainder of the sequence to be chosen in consultation with the Dean.

SECONDARY SEQUENCES

The social science sequence is recommended. Or, if the social science sequence is not chosen, courses 1 and 3 and not less than three of the following courses: 4, 8, 9, 11, 15, 30, 31, 37, 43, 51, 56, 57, 58, 60. The remainder to be chosen in consultation with the Dean.

The courses in the Department of Sociology and Anthropology fall into the following groups: (I) General Sociology; (II) Social and Racial Psychology; (III) Social Technology; (IV) Anthropology and Ethnology. Candidates for the higher degrees, if otherwise qualified, may choose either of these groups as principal or secondary subject. The minimum amount of work accepted for the Master's degree is six majors, or for the secondary subject leading to the degree of

Ph.D., nine majors. If either of the above groups be chosen as the principal subject for the degree of Ph.D., a minimum of eighteen majors, approved by the Department, will be required. Preferably before registering for graduate work, but not later than the second week of residence, students will (a) satisfy the Departmental Examiner that the preliminary requirements, as specified in the next paragraph, have been satisfied; (b) submit for the approval of the Department a schedule of the courses on which they propose to base their application for the higher degree.

In order to be admitted to candidacy for one of the higher degrees in Sociology or Anthropology, students must have included in their previous work the equivalent of the following courses, viz., the "social science sequence." For the purpose here in view that grouping of courses is understood to include:

- I. Elements of Biology
- II. History 1, 2, and 3
- III. Political Economy 1 and 2
- IV. Statistics (Political Economy 9)
- V. Political Science 1
- VI. Psychology 1
- VII. Sociology 1
- VIII. Sociology 3
- IX. Logic or Ethics, one major
- X. One year of Senior College History

The following courses or their equivalents must have been covered by candidates for the Master's degree:

- I. Sociology 3 (or 30 in case 3 has been included in the undergraduate work)
- II. Sociology 5
- III. Sociology 15
- IV. Sociology 16A or 16B
- V. Political Science 10, Elements of Law

In addition to these, in case Sociology is the secondary subject for the Doctor's degree:

- VI. Sociology 30 and 37
- VII. Sociology 17

In case Sociology is the principal subject, the course must include at least one year of work in one of the seminars of the Department.

The instructors in this Department edit the *American Journal of Sociology*, which is published bimonthly on the first of January, March, May, July, September, and November. The subscription price, postage prepaid, for the United States, Canada, and Mexico, is \$2.00 per year; for foreign countries \$2.50; single numbers, 35 cents. The twentieth annual volume is now current. By payment of the annual dues of \$3.00, or \$3.50 in the case of residents of foreign countries, membership in the American Sociological Society may be gained. The *American Journal of Sociology* and the *Annual Proceedings* of the Society are secured to each member by the annual dues. The Secretary of the Society is Assistant Professor Scott E. W. Bedford, of the University of Chicago.

The members of the Sociology Club are the instructors and graduate students in the Department of Sociology and Anthropology. By a vote of two-thirds of the members of the club, other persons, whether connected with the University or not, may be admitted to membership. Meetings are held every fortnight.

COURSES OF INSTRUCTION

I. ELEMENTARY COURSE

1. Introduction to the Study of Society.—This course is designed to give the beginning student some acquaintance with a considerable number of social phenomena and to develop a working theory of the nature of society. The course confers no credit as graduate work. Prerequisite: 9 majors in college. Mj. Autumn, 8:15; Winter, 8:15; Spring, 8:15, ASSISTANT PROFESSOR BEDFORD.

II. INTERMEDIATE COURSES

Course 1 is a prerequisite for admission to all intermediate courses offered by this Department. Intermediate courses confer but half-credit as graduate work.

3. Social Origins.—An examination of the sentiments, moral attitudes, and mental traits of primitive man, and a study of their expression in the activities and organizations of tribal society, with an indication of the grade of culture reached by mankind before historical times, and of the processes involved in the transition from the type of a primary to that of a secondary group. An introductory course, designed to give the student acquaintance with the evolutionary character of social processes and access to a considerable mass of concrete data. Prerequisite: Psychology 1. Desirable antecedent courses: Zoölogy 5, Philosophy 2. Mj. Autumn, 9:15, PROFESSOR THOMAS.

5. The Family.—The course begins with a study of the development of domestic institutions in lower and higher civilizations. This genetic study is followed by an analysis of modern problems of the family embracing ethical, legal, industrial, educational, and religious aspects. Prerequisite: 21 majors. Mj. Autumn, 11:45, —.

6. Modern Cities.—A study of the modern city with special reference to American municipalities, and of physical conditions, public services, political, industrial, and social groupings. Designed to offer a foundation for the study of special city problems, particularly those connected with charities and corrections. Expeditions to typical institutions. Mj. Autumn, 10:45; Winter, 9:15; and Spring, ASSISTANT PROFESSOR BEDFORD.

Attention is called to the following courses in the Departments of Political Economy and Political Science. Descriptions of these courses may be found in this *Register* under the respective departments.

II, 4. Labor Conditions and Problems.

II, 9. Introduction to Statistics.

III, 10. Elements of Law.

Attention is called to the following courses in the Departments of Psychology and Education. Descriptions of these courses may be found in this *Register* under the respective departments.

IA, 13. Social Psychology.

IA, 7. Abnormal Psychology.

IB, 60. Moral Education and Juvenile Delinquency.

IB, 117. Psychopathic, Retarded, and Mentally Deficient Children.

III. ADVANCED COURSES

GROUP I. GENERAL SOCIOLOGY

15. Elements of General Sociology.—An introduction to the general view of human experience represented by modern sociology. Designed to give students a working use of the chief concepts employed as tools of sociological analysis and interpretation. Mj. Autumn, 2:30, PROFESSOR SMALL.

15A. Abbreviation of Course 15.—M. Summer, First Term, PROFESSOR SMALL. [Not given in 1915.]

16A. History of Sociology from the Beginning of the Nineteenth Century.—The beginnings of objective sociology are traced in the development of critical history, of political science, and of economics, particularly in Germany. It is shown that sociology did not have its origins in isolation from the evolution of social science in general; that on the contrary the older types of social science encountered and partially formulated the radical problems of sociology. The conditions which led to the exceptional sociological emphasis in the United States are exhibited and explained as phases of the development of social science as a whole. Mj. Winter, 1916, 2:30, PROFESSOR SMALL.

16B. History of Sociology in the United States from 1865.—Although course 16A is the proper introduction to this course, it is not a positive prerequisite. Assuming the facts exhibited in the more fundamental course, 16B proceeds from the formation of the American Social Science Association in 1865 to the gradual clarification of thinking which has resulted in a scientific proposal of problems, the direction of a method, the founding of professorships, the creation of a literature, the organization of a national society, and the infusion of distinctly sociological thinking into all the other divisions of social science. Mj. Winter, 1917, 2:30, PROFESSOR SMALL.

17. The Conflict of Classes in Modern Society.—An examination of the present social transition considered, on the one hand, as a conflict between traditional conceptions of social relations and distinctly modern views of those relations; on the other hand, as a conflict between interest groups, each primarily concerned about certain concrete issues, but together more or less unconsciously testing the validity of the antagonistic principles. Mj. Spring, 2:30, PROFESSOR SMALL.

18. The Ethics of Sociology.—An exhibit of the meaning of sociological analysis for positive ethics. The inconclusiveness of all the categorical theories of ethics is exhibited, and the thesis is supported that the only way to obtain a credible content for a theory of concrete moral relations is through objective analysis of the social process. Mj. PROFESSOR SMALL. [Not given in 1915-16.]

19. Development of Sociology in Germany since 1870.—Showing the merging of economic and sociological theory, in contrast with English and American tradition. M. Summer, First Term, PROFESSOR SMALL. [Not given in 1915.]

19B. The Growth of Militarism in Germany.—The subject is not treated as a problem chiefly connected with the present European war, but rather as a phase of the type of social and political philosophy which has developed as an incident of German sociological thinking in general. M. Summer, First Term, PROFESSOR SMALL.

21. Social Forces in Modern Democracy: United States.—PROFESSOR SMALL. [Not given in 1915-16.]

22. Social Forces in Modern Democracy: England.—PROFESSOR SMALL. [Not given in 1915-16.]

23. Social Forces in Modern Democracy: France and Germany.—Courses 21, 22, 23 apply the methods of sociological analysis for the purpose of discovering the peculiar form, spirit, and content of democracy, so far as it has appeared in the countries treated. These courses aim to test the validity of the abstract sociology outlined in courses 15, 16, 17. PROFESSOR SMALL. [Not given in 1915-16.]

27, 28, 29. Seminar: The Working Concepts of General Sociology.—3Mjs. Autumn, Winter, Spring, PROFESSOR SMALL.

GROUP II. SOCIAL AND RACIAL PSYCHOLOGY

The courses in social and racial psychology, although dealing with various and apparently unrelated subjects, have nevertheless a systematic character. They aim: (1) To define and illustrate a method for (a) the analysis into their elements of the fundamental social attitudes, habits, and modes of behavior, and for (b) the determination of racial and individual temperaments and aptitudes. (2) To describe and explain the processes of social interaction (a) by which individuals and groups of individuals arrive at self-consciousness and acquire moral distinction and individuality, and (b) by which the social attitudes of individuals—their sentiments, habits, and technique—are modified, generalized, and transmitted, in the form of custom, convention, and tradition, as a social inheritance, from an earlier to a later generation, or from one race, nationality, or cultural group to another. (3) To investigate through the medium of biographies, letters, psychoanalytical records, and other intimate documents and expressions of the inner life, the more divergent types of human behavior, as represented in individuals and isolated groups, and to determine the influence of traditional inhibitions, social pressures, and occupational interests upon natural aptitudes and temperaments, and the relation of these factors in the formation of the character of individuals and of the characteristic traits of groups, races, and nationalities.

30. The Social Attitudes.—The elemental instincts and impulses; types of temperament and character; the nature of the inhibitions in individuals and groups through which social attitudes are developed and fixed; race-prejudice, ethnocentrism, and prestige; a determination of the private moral life going on in the individual in contrast with the more formal preceptual and conventional moral code of society; a comparison of the *mores* of different races, historical epochs, and social classes; the use of ethnographical materials, biographies, and other personal documents. Prerequisite: course 3, or 4 majors of Psychology. Mj. Autumn, 10:45, PROFESSOR THOMAS.

31. Mental Development in the Race.—A genetic study of the relation of mind to individual and social activities; the categories of isolation, crisis, and accommodation applied to mental development; cultural parallelism and acculturation; origin of ideas of causation and of abstract concepts; rôle of invention, imitation, and genius. Prerequisite: course 3, or 4 majors of Psychology. Mj. PROFESSOR THOMAS.

32. The Psychology of Divergent Types.—A study of antisocial, equivocal, psychically divergent, and socially isolated individuals and groups. The contrast between the impulses and inhibitions of these divergent types and those of the savage and of the modern habitudinal man. The relation of crime and other antisocial expressions to divergent predispositions, and to the peculiar strains which these predispositions encounter in the organization of modern society. An examination in this connection of (1) the gypsy, the pariah, the "poor white," the Russian "beggar-community," and of (2) the vagabond, the hobo, the criminal, the prostitute, the moron, and the man of genius. Prerequisite: courses 11 and 30. Desirable antecedent: course 52. Mj. Spring, 10:45, PROFESSOR THOMAS.

33. Prostitution.—Prerequisite: 11 and 30. Desirable antecedents: Sociology 5, Political Economy 16. German or French necessary. Mj. Spring, 9:15, PROFESSOR THOMAS.

36. The Survey.—The uses and practical limitations of the Social Survey defined; a description and comparison of technical devices for the analysis, description, and presentation of sociological data with reference to the different

fields in which they have been practically employed, and an estimate of the value for science and for social reform of the results obtained. Desirable antecedents: course 6 or 8. Spring, 1916, PROFESSOR PARK.

37. The Crowd and the Public.—The course seeks to define in a fundamental way the nature of the mental automatism in different types of crowds and other "non-traditional" groups. As far as practicable the study will be confined to the actual behavior of the groups studied, in order to obtain materials for a determination of the nature of the control exercised by the social groups over the individuals who compose them. Prerequisite: Psychology 1. Mj. Summer, 11:30, DR. PARK.

38. The Newspaper.—The nature of news and the social function of publicity. For the purposes of this course the newspaper will be regarded mainly as a device for capturing and controlling public attention, and an effort will be made to investigate empirically the devices by which it secures its effects. Prerequisite: course 37. Desirable antecedent: course 8. Mj. Summer, 11:30, DR. PARK.

43. The Negro in America.—Directed especially to the study of the effects, in slavery and freedom, of the contacts of the white and black races. An attempt will be made to characterize the nature of the present tensions and tendencies and to estimate the character of the changes which racial relations are likely to bring about in the American system. Prerequisite: course 3. Desirable antecedents: History 97, 97A. Mj. Autumn 11:45, DR. PARK.

44. The Negro in Africa.—The course aims to distinguish the fundamental mental and moral traits of the black man in Africa, in connection with the environment in which he lives. An attempt will also be made to define the historic and existing accommodations between the black and white races, especially in South Africa, and to estimate the social and moral effects of the growing intimacy of the black man with the white man's civilization. Prerequisite: course 3. Mj. Dr. ———.

45. The European Peasant.—With particular reference to the Poles and Italians. Prerequisite: course 30. Desirable antecedent: course 60. German or Italian necessary. Mj. Spring, 9:15, PROFESSOR THOMAS.

46. The Jew.—A study of the Jewish people in Europe and America, mainly from the standpoint of courses 30, 31, and 32. Prerequisite: courses 30, 32. German necessary. Mj. PROFESSOR THOMAS.

47. The Oriental.—Prerequisite: course 30. Desirable antecedent: course 46. German necessary. Mj. Dr. ———.

Attention is called to the following courses in the Department of Philosophy. Descriptions of these courses may be found in this *Register* under that Department.

I, 40. Evolution of Morality.

I, 60. Psychology of Religion.

I, 62. Psychology of Religious Groups.

GROUP III. SOCIAL TECHNOLOGY

49. Social Politics.—With special reference to health and culture interests of the industrial group. M. Summer, Second Term, 11:30, ———.

50. Urban Communities.—The system of community bonds and interests; functions of political, economic, and cultural organizations as determined by social interests. Mj. ———. [Not given in 1915.]

51. Social Treatment of Crime.—Causes of crime; principles of Criminal Anthropology; prison systems; legal factors; juvenile offenders; preventive methods. Mj. Summer, 1915, 10:30, ———.

52. Evolution of Philanthropy.—Historical introduction to the study of charities, correction, and social legislation. Mj. Winter, 11:45, ———.

53. The Church and Society.—Methods by which the church and its societies minister to the welfare of communities. Mj. Autumn, 10:45, ———.

54. Problems and Methods of Church Expansion.—Mj. Spring, 10:45, ———.

55. Contemporary Charities.—Studies of the nature and origin of depressed and defective classes; principles and methods of relief; organization of benevolence. Mj. ———. [Not given in 1915.]

56. Methods of Social Investigation.—A course designed to give practical training in the handling of statistical material and to acquaint students with the most important work done in the field of social inquiry. The application of statistical methods to social problems will be studied in selected official reports and in the most important private investigations. Mj. Spring, 8:15, Dr. ABBOTT.

57. Rural Communities.—Conditions of social existence in the country; organization for improvement. Given in alternate years. ASSISTANT PROFESSOR BEDFORD. [Not given in 1915-16.]

58. Organization and Administration of Charities.—The course will consist in large part of lectures by experts now in charge of various institutions. Mj. Spring, 1915, 11:45, ———.

59. The Group of Industrials.—The labor movement from the viewpoint of sociology; the modes by which improved ideals of welfare originate and are diffused; the social system of economic, political, and cultural organization, through which the group may enjoy the social inheritance. Mj. ———. [Not given in 1915.]

60. The Immigrant.—A general treatment of the social condition and psychology of the immigrant and of the problem of his accommodation to American society. Prerequisite: course 3. Desirable antecedent: course 30. Desirable related courses: Sociology 37, Political Economy 4. Mj. PROFESSOR THOMAS AND MR. ———.

63. The Playground Movement.—This is a historical and analytical survey of the movement for public provision of facilities for play and recreation. Mj. Winter, 9:15, MR. RAINWATER.

64. Playground Direction.—Essentially a normal course, intended to provide the student with professional preparation for the work of directing the activities of the playground. Mj. Winter, 9:15, MR. RAINWATER.

65. Playground Administration.—A course in the administration of playgrounds. Prerequisite: courses 63 and 64. Mj. Spring, 9:15, MR. RAINWATER.

73, 74, 75. Seminar in Methods of Social Amelioration. ———.

Attention is called to the following course in the Department of Practical Theology. Description of this course may be found in this *Register*, in the announcement of the Divinity School under the Department of Practical Theology

XLVI, 60. Moral Education and Juvenile Delinquency.

Attention is called to the following courses in the Department of Political Economy. Descriptions of these courses may be found in this *Register* under that Department.

II, 20. Population, the Standard of Living, and Eugenics.

II, 24. Vital statistics.

II, 44, 45. Trade Unionism.

Attention is called to the following courses in the Department of Household Administration. Descriptions of these courses may be found in this *Register* under that Department.

VIA, 21. The Legal and Economic Position of Women.

VIA, 22. The Child and the State.

GROUP IV. ANTHROPOLOGY AND ETHNOLOGY

I. Elementary Courses

80. General Anthropology.—Outlines of the science. Tylor, *Anthropology*. The class work will be based on the textbook named. Mj. Spring, 1915, and Spring, 1916, 11:45, ASSOCIATE PROFESSOR STARR.

81. Anthropology.—Introductory course; intended for those who propose to take advanced work in Anthropology, Sociology, or related subjects. The divisions of the science; the aims, methods, and problems of each division. Open to Junior College students. ASSOCIATE PROFESSOR DORSEY. [Not given in 1915-16.]

82. Ethnology.—Study of General Ethnology. Brinton, *Races and Peoples*, will first be studied. The subject will then be developed by class lectures, discussions, and preparation by students of essays upon special and assigned topics. The objects sought in this course are: (1) to present the great problems of Ethnology; (2) to consider systems of classification of human races and the basis for such classification; (3) to follow the history of science. Mj. Summer, 1915, and Summer, 1916, 11:45, ASSOCIATE PROFESSOR STARR.

83. Physical Anthropology.—Elementary course. Students are made acquainted with the instruments used in the science, with the methods, and with the results to be gained. Examples of various races will be examined and the work will be made practical. Mj. 11:45, ASSOCIATE PROFESSOR STARR. [Not given in 1915-16.]

84. Physical Anthropology.—Introductory to original investigation in Physical Anthropology and to the statistical study of general biological problems. ASSOCIATE PROFESSOR DORSEY. [Not given in 1915-16.]

II. Intermediate Courses

90. Prehistoric Archaeology.—European. Outline of the science so far as it deals with the Old World. Textbook work, based upon De Mortillet, *Le pré-historique*, will be supplemented by lectures, collateral reading, and practice work in laboratory and museum. Mj. Winter, 1915, and Winter, 1916, 11:45, ASSOCIATE PROFESSOR STARR.

91. Prehistoric Archaeology.—American. The general subject will be presented in class lectures. Students will select a special topic for individual reading under direction. Theses resulting from such reading will be presented and discussed. Personal field work and laboratory study should, if possible, be done in connection with thesis work. Spring, 1915, 10:45, ASSOCIATE PROFESSOR STARR.

92. The American Race.—The general problems of the American Indian tribes are considered in this course. Mj. Winter, 1915, and Summer, 1916, 10:45, ASSOCIATE PROFESSOR STARR.

93. Ethnology.—The White Peoples: Homo Caucasius. Mj. ASSOCIATE PROFESSOR STARR. [Not given in 1915-16.]

94. Ethnography.—This course deals with the tribes of America—their origin, migration, and distribution—and considers the problems arising from a comparative study of their culture, language, and physical structure. The effects of heredity and geographical environment are especially studied. Prerequisite: course 81. ASSOCIATE PROFESSOR DORSEY. [Not given in 1915-16.]

95. Ethnology.—In this course are considered the probable beginnings and historical development for America of the various elements of culture, including the material, social, and religious. Prerequisite: course 81. ASSOCIATE PROFESSOR DORSEY. [Not given in 1915-16.]

96. Physical Anthropology.—Intended primarily for students who propose to take advanced work in Physical Anthropology or who are preparing for the medical profession. Prerequisite: course 81. Autumn, ASSOCIATE PROFESSOR DORSEY. [Not given in 1915-16.]

III. Advanced Courses

100. Mexico.—Study of the Archaeology, Ethnology, and Physical Anthropology of Mexico. In addition to textbook study, class lectures will be given, and practical work with collections representing the archaeology and ethnography of Mexico will be required. Mj. Winter, 1916, 10:45, ASSOCIATE PROFESSOR STARR.

101. Japan.—The instruction is chiefly by lectures. Special attention is paid to industrial art and religion. Special topics are assigned for study, and each member of the class must present at least two papers for class discussion. Mj. Spring, 1916, 10:45, 4 hours a week, ASSOCIATE PROFESSOR STARR.

102. The Pueblo Indians of New Mexico.—The series of class lectures are directive to the literature. Students will investigate and report on special topics. Mj. Summer, 1915, 10:45, ASSOCIATE PROFESSOR STARR.

103. The Peoples of the Congo Free State.—Mj. 4 hours a week, ASSOCIATE PROFESSOR STARR. [Not given in 1915-16.]

104, 105, 106. Physical Anthropology—Laboratory Work.—Topinard, *Éléments d'anthropologie générale*, will be carefully studied. Students will do practical work in Craniometry, Anthropometry, etc. Besides instrumental work they will tabulate results, pursue original investigation, and prepare reports. Primarily for graduate students. ASSOCIATE PROFESSOR STARR. [Not given in 1915-16.]

107, 108, 109. Laboratory Work in Anthropology.—Selected students, qualified for such work, may pursue studies in the laboratory or museum, in Archaeology, Ethnology, or Physical Anthropology, provided that, by so doing, they do not trespass upon the field of the other workers in the University. Such study will be under the direction of the instructor and, if desired, with his assistance. Offered in successive quarters (except Summer) when the instructor is in residence. ASSOCIATE PROFESSOR STARR.

110, 111, 112. Research Course.—Advanced work in Physical Anthropology, Ethnology, or Archaeology, to be given in the laboratory of the Department of Anthropology of the Field Museum, will be arranged for properly qualified students. For prerequisite, consult instructor. ASSOCIATE PROFESSOR DORSEY. [Not given in 1915-16.]

113, 114, 115. Seminar: General Progress in Anthropological Science.—ASSOCIATE PROFESSOR STARR. Mj. Summer, 1915.

By arrangement with the Head of the Department of Sociology certain courses offered by the Departments of Philosophy, Psychology, Political Economy, Political Science, History, Household Administration, and Comparative Religion may be accepted in satisfying requirements for the Doctor's degree with Sociology as principal subject. In this connection special attention is called to the following courses:

Philosophy: Social Psychology; Evolution of Morality; Types of Ethical Theory; Recent Ethical Theory; Social and Political Philosophy; Seminar, Social Consciousness; Seminar, Moral Education; Psychology of Religion; Metaphysics of Religion.

Psychology (assuming sufficient elementary work): History of British Psychology; History of German Psychology; American and French Psychologists; Advanced Systematic Psychology.

Political Economy: History of Political Economy; Value; Distribution of Wealth; Socialism; Population; Statistical Theory and Method; Vital Statistics; Money; Theory and History of Banking; Public Finance; Labor Conditions and Problems; Trade Unionism; Labor Research; Railway Transportation; Industrial Combinations; Economic History of the United States.

Political Science: American Government; Comparative National Government; Municipal Government; Municipal Problems; Political Parties;

History of Political Theory; Principles of Political Science; American Political Theories; Constitutional Law; Municipal Corporations; Administrative Law and Officers; Principles of Social and Economic Legislation; Elements of Law; Torts; Contracts.

History: The Sources of Early Oriental History; Historiography and Historical Bibliography; Historical Criticism; American Historiography and Bibliography. In particular cases any of the research courses in History which directly supplement the special work chosen by a candidate for the degree of Ph.D. in Sociology may be accepted by the latter Department.

Household Administration: House Sanitation; Food Supplies and Dietaries; Administration of the House; Modern Problems in Household Administration.

Comparative Religion: As in the case of History, any courses which are germane to the principal work of the student.

VIA. THE DEPARTMENT OF HOUSEHOLD ADMINISTRATION

OFFICERS OF INSTRUCTION

MARION TALBOT, A.M., LL.D., Professor of Household Administration.

SOPHONISBA PRESTON BRECKINRIDGE, PH.D., J.D., Assistant Professor of Social Economy.

FELLOW, 1915-16

CHARLEY COOMBS TIDD, A.B.

INTRODUCTORY

The courses in this Department are planned to give students (1) a general view of the place of the household in society as a means of liberal culture; (2) training in the rational and scientific administration of the home as a social unit; (3) preparation to serve as teachers of Home Economics, Domestic Science, and Household Arts, or as social workers in institutions whose activity is largely expressed through Household Administration. The regular courses of the Department are supplemented by courses offered by instructors in other departments. Special attention is called to courses of the Departments of Sociology, Chemistry, Zoölogy, Physiology, and Bacteriology, and of the School of Education, which are especially adapted to the needs of students in Household Administration.

In the case of students desiring to pursue a special line of work or to fit themselves for some particular field of activity, the instructors will give assistance in organizing courses of study. The work of this as of other departments may be used under the rules of the University toward fulfilling the requirements for the different degrees. No special certificate is awarded by the Department, but an official statement of courses satisfactorily completed is granted on request.

Opportunities are afforded for gaining practical experience in housekeeping, lunchroom management, marketing, household accounting, and similar activities. There are also frequent occasions for active participation in such philanthropic work as supplements the instruction of the classroom.

The Household Administration Club meets to discuss important new literature, to present results of investigations carried on by instructors and students in the Department, and to hear specialists on topics not fully treated in the regular curriculum.

Instruction in a limited number of courses is offered through the Correspondence-Study Department, to which inquiries for information should be addressed.

The courses of the Department of Household Administration are open to six classes of students:

1. Graduate students who wish to pursue advanced work. Candidates for the Master's and the Doctor's degrees will conform to the University regulations for advanced degrees (see pp. 115-19). The specific requirements of the Department will be determined in each case according to the undergraduate training of the candidate.

2. Senior College students who have completed the requirements of the Junior Colleges either in the University of Chicago or elsewhere may take their Major or Minor sequence for the Bachelor's degree in the Department of Household Administration or may choose courses as free electives.

3. Junior College students who are admitted on the presentation of 15 units from the list of approved subjects are then allowed to take a limited amount of work in the Department of Household Administration, together with regular required work.

4. College of Education students registering for the four years' course which leads to the Bachelor's degree in Education.

5. College of Education students who are candidates for the two-year certificate in Home Economics.

SEQUENCES

Sequences in Household Administration may be chosen from the following courses:

XXVIII A-1, General Bacteriology; 3, Public Hygiene; XX-4, Elementary Organic Chemistry; VI-5, The Family; VIA-10, Organization of the Retail Market; 11, The Consumption of Wealth; 12, The Care of Needy Families in Their Homes; 20, Public Aspects of the Household; 21, The Legal and Economic Position of Women; 22, The Child and the State; 23, Problems in Household Administration; 40, Elements of Home Economics; 42, House Sanitation; 43, Food Supplies and Diaries; 44, Administration of the House; 45, 46, 47, Modern Problems in Household Administration; also courses in the Department of Home Economics and Household Art in the College of Education chosen with the approval of the instructors and of the Head of the Department of Household Administration.

The Department recommends that students taking their principal sequence in Household Administration should pursue the following courses in introduction, and with the Dean's approval two of them may be included in the nine chosen to form the principal sequence:

XX-2, 3, General Inorganic Chemistry; XXIV-1, 2, Elementary Physiology; II, 1, 2, Principles of Political Economy; III-1, Civil Government. The following courses will complete the sequence: VIA-42, 43, 44, 10, 20, and two coherent courses selected from the recognized list.

SECONDARY SEQUENCES

I. Standards of Living

II-1, 2; VIA-40 or 44, 10, 11, 12, or 20, or 23.

II. The Household as a Social and Governmental Unit

III-1, VIA-42, 40 or 44, 20, and any two of the following: III-4, VI-5, VIA-12, 20, 22.

III. The Household from the Domestic Standpoint

VIA-42, 43, 40 or 44, 20, and two to be selected from VIA-10, 11, 12, 20, and the Department of Home Economics and Household Art in the College of Education.

6. Unclassified students who may wish to pursue courses independent of a degree. Such students must be at least twenty-one years of age and have had a four-year high-school course or its equivalent, including either Physics or Chemistry. Unclassified students may take any courses for which their preparation fits them. The decision as to what constitutes adequate preparation rests with the instructors of courses elected. It is understood that the admission of unclassified students to the University is a privilege which will be terminated in the case of any individual, if, at any time, the Faculties have reason to believe that the best use is not being made of it.

COURSES OF INSTRUCTION

10. **The Organization of the Retail Market.**—An elementary course intended to familiarize the student with the machinery of trade with which the householder comes into direct contact. Visits will be made to typical distributive establishments. M. Summer, First Term, 8:00, ASSISTANT PROFESSOR BRECKINRIDGE.

11. **The Consumption of Wealth.**—Standards of living: necessities for life and for efficiency; comfort, luxury, and extravagance; a minimum wage and a living wage; saving and spending; organized efforts among consumers to control production. M. Summer, Second Term, 8:00, ASSISTANT PROFESSOR BRECKINRIDGE.

12. **The Care of Needy Families in Their Homes.**—M. Summer, 9:00; Spring, 8:15, ASSISTANT PROFESSOR BRECKINRIDGE.

20. **Public Aspects of the Household.**—A course intended to review the relations between the householder and the public, as represented by federal, state, or municipal authority. Mj. ASSISTANT PROFESSOR BRECKINRIDGE. [Not given in 1915-16.]

21. **The Legal and Economic Position of Women.**—A study of the status of women with reference to their property, the effect of marriage, their share in the control of their children, their opportunities as wage-earners and producers. Mj. Autumn, 8:15, ASSISTANT PROFESSOR BRECKINRIDGE.

22. **The Child and the State.**—Mj. ASSISTANT PROFESSOR BRECKINRIDGE. [Not given in 1915-16.]

23. **Problems in Household Administration.**—This course will be conducted for students who have had special training and experience, preferably in teaching, social work, or scientific housekeeping. Students should consult instructor before registering. Mj. Hours to be arranged. ASSISTANT PROFESSOR BRECKINRIDGE. [Not given in 1915-16.]

40. **Elements of Home Economics.**—An outline course dealing with the principal activities of the household and their personal, family, social, and economic significance. Prerequisite: 9 majors in college. Mj. Autumn, 9:15, PROFESSOR TALBOT.

42. **House Sanitation.**—This course deals with the house as a factor in health. Special attention will be given to modern conceptions of cleanliness, and to the investigation of general sanitary conditions from a practical and scientific standpoint and with special reference to the needs of the community, the household, and the school. Mj. Winter, 10:45, PROFESSOR TALBOT.

43. Food Supplies and Dietaries.—The nutritive and money values of food stuffs; the application of heat to food principles; adulterations; methods of preservation; sanitary and economic aspects of food; popular misconceptions as to foods. Mj. Spring, 10:45, PROFESSOR TALBOT.

44. Administration of the House.—This course will consider the order and administration of the house with a view to the proper apportionment of the income and the maintenance of suitable standards. It will include a discussion of the domestic-service problem. Mj. PROFESSOR TALBOT. [Not given in 1915-16.]

45, 46, 47. Modern Problems in Household Administration.—This work will be conducted only for students capable of carrying on independent investigations. It will deal with new and unsettled problems whose solution will help place the subject of Household Administration on a more secure scientific basis. 3Mjs. Autumn, Winter, and Spring, 2:30, PROFESSOR TALBOT.

50, 51, 52, 53. Special Research.—Open only to students who have had special training and experience. 4Mjs. Summer, Autumn, Winter, and Spring, the Instructors in the Department.

VII. THE DEPARTMENT OF COMPARATIVE RELIGION

OFFICER OF INSTRUCTION

GEORGE BURMAN FOSTER, A.M., PH.D., Professor of the Philosophy of Religion.

INTRODUCTORY

The work of the Department is devoted to (a) the history and psychology of religion, (b) the epistemology of religion, (c) the metaphysics of religion. In each of these divisions the history of the thought upon the subject is traced. The relation of religion to other sides of human experience is also studied.

Candidates for degrees in the Department should arrange their work in consultation with the instructor.

The rooms of the Department are in the Haskell Oriental Museum, where the collections of illustrative materials for the study of religions are gathered and arranged for the use of students. The Buckley collection of religious objects of Shinto and Japanese Buddhism, unequaled in America, affords a valuable body of material for the study of Ethnic Religion. Maps, photographs, casts, and a carefully selected library of the standard works, constantly enlarged by the addition of the newest books in the field, are at the disposal of students. The libraries and collections of the Departments of Semitic Languages, including Egyptology, Assyriology, etc., of Biblical Studies, of Church History, and of Theology, contained in the same building, greatly enlarge the working facilities of the Department.

COURSES OF INSTRUCTION

GROUP I

1. Outline History of Religion.—Mj. Summer, 1916.
2. Outline Philosophy of Religion.—Mj. Summer, 1916.

GROUP II

3. Psychology of Religion, I.—Individual.
3. Psychology of Religion, II.—Social. Mj. Winter, 1916, PROFESSOR FOSTER.

GROUP III

4. Religion of Primitive Peoples.—Mj. Spring, 1916, PROFESSOR FOSTER.
5. The Egyptian and the Assyro-Babylonian Religions.
6. Religions of the Indo-European Peoples, I.—Indian and Iranian. Mj. PROFESSOR FOSTER.
6. Religions of the Indo-European Peoples, II.—Greek and Roman.
7. Religions of China and Japan.

GROUP IV

8. Epistemology of Religion.—The Knowledge Problem. Winter, 1915, PROFESSOR FOSTER.
9. Metaphysics of Religion.—The Reality of the Religious Object and the Worth Problem. Mj. Spring, 1915, PROFESSOR FOSTER.
10. History of Patristic and Scholastic Thought.—Winter, 1916, PROFESSOR FOSTER.
11. History of Protestant Thought Prior to Kant.—Spring, 1916, PROFESSOR FOSTER.
12. Kant's Philosophy of Religion.—Mj. PROFESSOR FOSTER.
13. Philosophy of Religion from Kant to Hegel.
14. Hegel's Philosophy of Religion.—Mj. PROFESSOR FOSTER.
15. Schleiermacher's "Glaubenslehre."
16. The Relation between Religion and Morality.
17. The Relation between Science and Religion.—PROFESSOR FOSTER.
18. The Relation between Religion and Art.

VIII. THE DEPARTMENT OF ORIENTAL LANGUAGES AND LITERATURES

OFFICERS OF INSTRUCTION

- JAMES HENRY BREASTED, PH.D., Professor of Egyptology and Oriental History; Director of Haskell Oriental Museum; Chairman of the Department.
- EMIL GUSTAV HIRSCH, A.M., D.D., LL.D., LITT.D., Professor of Rabbinical Literature and Philosophy.
- IRA MAURICE PRICE, PH.D., LL.D., Professor of the Old Testament Language and Literature; Secretary of the Department.
- HERBERT LOCKWOOD WILLETT, PH.D., Professor of the Old Testament Language and Literature.
- JOHN MERLIN POWIS SMITH, PH.D., Professor of the Old Testament Language and Literature.
- DANIEL DAVID LUCKENBILL, PH.D., Assistant Professor of the Semitic Languages and Literatures.
- MARTIN SPRENGLING, A.B., Assistant Professor of the Semitic Languages and Literatures.
- SAMUEL NORTHRUP HARPER, A.B., Assistant Professor of Russian Language and Institutions.

FELLOWS, 1915-16

- WILLIAM FRANKLIN EDGERTON, A.B. OVID ROGERS SELLERS, A.B., D.B.
- GEORGE BROCKWELL KING, A.B., D.B.

INTRODUCTORY

In the organization of this new department (founded April, 1915), practical reasons have governed, and a scientific classification has not been attempted. The scope of the organization has therefore been determined entirely by administrative convenience. The practical purpose of the new organization is to furnish administrative facilities for offering a wider range of oriental studies, to include in some measure both the larger Asiatic or Far Orient now so rapidly developing, and also the languages of Eastern Europe where it merges into the Near Orient, including especially Russian. To the old Department of Semitic Languages and Literatures, covering the historic civilizations of the Near Orient only, have thus been added the functions of an oriental seminary ultimately to include the Orient as a whole (except Sanskrit and comparative philology, which are naturally grouped with the classical languages). Thus far the old Department of Semitic Languages and Literatures forms the nucleus of the new organization, which for the present is made up of three sub-departments: (I) Sub-Department of Semitic Languages and Literatures; (II) Sub-Department of Egyptology; (III) Sub-Department of Russian Language and Institutions. To these, sub-departments of Chinese, Japanese, etc., may be added as circumstances may warrant.

I. SUB-DEPARTMENT OF SEMITIC LANGUAGES AND LITERATURES

HEBREW PHILOLOGY, LITERATURE, AND HISTORY

These courses are organized to meet the needs of various classes of students. In courses 66-79 is offered a wide choice for the undergraduate who wishes to secure as a part of his college training an intelligent appreciation of Hebrew life and thought, but cannot give the time necessary for a mastery of the Hebrew language. The professional student, looking toward the ministry or the teaching of undergraduates, finds in courses 80-117 opportunity for a thoroughgoing survey of the entire field of Hebrew civilization, in so far as that can be secured apart from a knowledge of the Hebrew language. The foundations of a scientific knowledge of Hebrew are laid in courses 1-16, while the principles and methods of critical and exegetical study are taught and practiced in courses 20-50. No courses in Old Testament Theology as such are organized, since it is felt that this material is better treated in the form of courses on the history of Hebrew religion, Nos. 80-89. Ample opportunity is furnished in the courses on Hebrew Philology, Literature, and History for specialization in Hebrew and Comparative Philology, in literary criticism, in exegetical methods, in historical methods, and in the study of Hebrew religion.

GENERAL PHILOLOGY AND HISTORY

The purpose of these courses is to familiarize the student with the history, civilization, and languages of the Hither-Orient, not only in their successive epochs, but also in their connection with the earliest civilization of the eastern Mediterranean. The history of Israel in particular is related to all the other civilizations of the Orient with which it came into contact, furnishing a historical

background without which the full significance of Hebrew history cannot be discerned. At the same time the contributions of all the civilizations of the Hither-Orient, including Persia and the Hittites, to the later history of the world are defined and studied.

RABBINICAL LANGUAGE AND LITERATURE

In the Rabbinical Section the courses are intended to meet the requirements of students intending to prepare for the Jewish ministry. It is believed that in connection with the courses in the Departments of Oriental Languages and Literatures, History, and Philosophy in this University, those in rabbinical literature will enable candidates for the Jewish ministry to equip themselves most thoroughly for their vocation.

BABYLONIAN-ASSYRIAN PHILOLOGY, LITERATURE, AND HISTORY

The courses of this section are arranged with a view to enabling the student to become thoroughly acquainted with the civilization commonly, though somewhat loosely, designated as Babylonian. In the vast quantity of Babylonian legal and business documents which have come down to us lies most of the material for a reconstruction of the economic and social history of the Near East. Constant attention will be given to the influence of this civilization upon Hebrew life and thought.

ARABIC PHILOLOGY, LITERATURE, AND HISTORY

The courses offered in Arabic are intended to cover quite minutely the grammar and syntax of the language, whether the work is done primarily for the help afforded the student of Hebrew or Assyrian, or for a more detailed study of Arabic grammar for its own sake. Special attention is given to the Koran, and provision is also made for courses of an extended character in Arabic commentary, history, geography, and inscriptions. While the majority of students doubtless study Arabic for the light which it throws upon Hebrew grammar, it is believed that the field of Arabic literature is one which is more and more deserving of the attention of American students. Particular attention is given to the comparative aspects of Arabic Grammar, both etymology and syntax.

II. SUB-DEPARTMENT OF EGYPTOLOGY

The increasing importance of a knowledge of Egyptian culture has kept even pace with the increasing evidence of the great rôle which Egypt played as the source of Mediterranean or Aegean civilization, leading to the culture of the Greeks. Without a study of Egypt the history of the eastern Mediterranean and of early civilization in general cannot be understood. The courses in Egyptology, while intended to give the student a full knowledge of Egyptian language and literature, are designed also to present the civilization of Egypt as a whole; especially with the idea of showing how Egypt, as the earliest great power on the Mediterranean, reveals the interrelations of early Mediterranean civilization with Palestine, Syria, the Hittites, and the Near Orient. The original materials

accessible to the student here are unusually plentiful. They comprise: (1) the Egyptian collection of the Art Institute; (2) the collection of the Field Museum; (3) the collections in Haskell Oriental Museum.

III. SUB-DEPARTMENT OF RUSSIAN LANGUAGE AND INSTITUTIONS

The introduction of Russian courses is of recent date; it is the plan gradually to develop the Russian studies. Elementary courses in the *language* will be offered each year, and advanced courses will be organized if there is the demand for such. But the language work is intended primarily for English-speaking students who wish to acquire Russian as a foreign language.

For the present, general courses on Russian *political and social institutions* will be offered, and later courses on special periods and aspects of Russian history will be added. These courses will be announced also in the Departments of History and Sociology. Special series of lectures, by outside lecturers, will be given each year as opportunity offers, and will be made to fit in with the work of other departments where it is possible.

ARRANGEMENT OF WORK

Some acquaintance with the contents of the Old Testament is an essential part of a liberal education. Hence the Department seeks to provide work adapted to the needs of the general student of literature and history. Certain courses, therefore, e.g., 69-79, 111, and 112, are organized especially for the non-theological student.

The work of the student of *Semitics* or *Hebrew Literature* ordinarily will be arranged according to one of six plans:

I. The preliminary work includes courses in the Hebrew language aggregating four majors. These courses, viz., (a) 1 and 2; (b) 3 or 4; (c) 5 or 9, (1) constitute the work in Hebrew prescribed for those students in the Graduate Divinity School who desire to secure a knowledge of the language, and (2) serve as the basis for more advanced work in the Semitic Languages and Literatures, or in the Old Testament Literature and History. Students who have already performed this work before entering the University of Chicago will receive credit for the same upon examination.

II. Candidates for the D.B. degree, with Old Testament as their major subject, are recommended to select from one of the following lists of courses: (a) 80, 81, 82, 83, 84, 85, 86, 118, 119, 56, 57, 60, 61, 62, 63, 64, 65; (b) 1, 2, 3, 9, 12, 13, 20, 22, 23, 24, 26, 27, 28, 29, 30, 44; (c) 1, 2, 3, 9, 80, 81, 82, 83, 84, 85, 22, 23, 24, 26, 30. Courses 80, 81, and 82 are prescribed for all candidates for the D.B. and Ph.D. degrees recommended by the Divinity School except those who have the prescribed courses in Hebrew, or their equivalent.

III. Old Testament Literature and History, when presented as a secondary subject for a Doctor's degree, will be understood to include, in addition to the preliminary courses (viz., 1, 2, 3, or their equivalents), work amounting to six majors, which shall be systematically arranged, and be approved by the Chairman of the Department. The student is recommended to select (1) three historical

courses (*viz.*, 80, 81, 82), with three courses in exegesis selected from the courses offered; or (2) work made up from courses 20-57; or (3) work in Rabbinical literature and theology, selected from courses 140-158.

IV. When a secondary subject is offered in Semitic Languages and Literatures, the student may select either Aramaic, Arabic, or Assyrian, in an amount equal to at least nine majors, or he may choose any two of these, dividing his work between them as equally as possible.

V. Old Testament Literature and History, when presented as a principal subject, will be understood to include (1) a thorough knowledge of the Hebrew language, including syntax and lexicography, and a good acquaintance with biblical Aramaic and Syriac; (2) an ability to read any part of Hebrew literature; (3) a knowledge of Hebrew history in all its periods, and of ancient history, especially Egyptian, Assyro-Babylonian, Persian, and Greek in its bearing upon the Old Testament; (4) an acquaintance with the chronological development of Old Testament literature in its various forms of legislation, prophecy, and wisdom; also a knowledge of the origin and growth of the canon, of the text, and of the principles of Old Testament interpretation; (5) a familiarity with the history of the Hebrew religion and the development of the theological ideas of the Hebrews; (6) some familiarity with the rabbinical literature and a general acquaintance with New Testament literature, with special reference to the use made of the Old Testament in the New Testament.

VI. When the student selects for his principal subject the Semitic languages, he will be expected to have gained a working knowledge of Aramaic, Assyrian, and Arabic, in addition to Hebrew. He will be permitted to lay special emphasis upon Hebrew, Arabic, Assyrian, or Egyptian, and in the special field which he thus selects the amount of work required will be determined in part by the character of the field itself, and also in part by the general scope of his work. In any case, work in comparative grammar and comparative lexicography will be expected. The total amount of work required for a degree cannot be stated in definite form.

The work of the graduate student of *Egyptology* may be arranged to meet the needs of the general student of Ancient History, Archaeology, Art, or Semitic Philology. In all these subjects an acquaintance with the Egyptian language and civilization is a far-reaching advantage hitherto but little understood. This is especially true in the fields of Ancient History and Art. When the subject is taken as a *minor* study, it should include not less than four majors, and should give the student a reading knowledge of Hieroglyphic, and a general acquaintance with Egyptian civilization. An examination in Hieratic will not be required. When taken as a *major* study for the Doctor's degree, the student is expected to acquire an easy reading knowledge of Hieroglyphic, Hieratic, and Coptic as a basis for the independent use of the original documents. He may then specialize in History, Religion, Literature, Archaeology, or Art, and the available courses are or may be arranged accordingly.

Students working in *Russian* will find the arrangement of their work sufficiently suggested below (p. 198).

No work is as yet arranged for students of the *Far Orient*. Instruction in Chinese may be had in the Correspondence-Study Department (for particulars address the Secretary).

COURSES OF INSTRUCTION

NOTE.—In this Department all courses are intended primarily for graduate and Divinity students, but some of them may be taken by Senior College students who are properly prepared.

I. SUB-DEPARTMENT OF SEMITIC LANGUAGES AND LITERATURES

A. HEBREW PHILOLOGY, LITERATURE, AND HISTORY

GROUP 1. LINGUISTIC COURSES

1. Hebrew Language.—Gen., chaps. 1-4; including the grammatical principles of the language, the acquisition of a vocabulary, and translation of English into Hebrew. The ground covered in Harper, *Introductory Hebrew Method, Lessons 1-32*, and corresponding grammatical work in *Elements of Hebrew*. This course is given twice each year, viz.: Mj. Summer, 1915, PROFESSOR SMITH; Autumn, 1915, 1916, PROFESSOR PRICE.

2. Hebrew Language (continued).—Completing the textbooks named under course 1 and reading selections from historical books. Given twice each year. Mj. Autumn and Winter, 1915, 1916, PROFESSOR PRICE.

3. Historical Hebrew.—*The Books of Samuel*. Critical translation of portions, with a review of Hebrew grammar and vocabulary. Continuation of course 1. Mj. Spring, 1915, PROFESSOR PRICE.

4. Intermediate Hebrew.—Critical translation of Hebrew prose selections from Joshua, Kings, Chronicles, or Deuteronomy, for the purpose of fixing grammatical forms and usages and acquiring a more extended Hebrew vocabulary. Mj. Summer, Autumn, 1915, PROFESSOR WILLETT.

9. Prophetic Hebrew.—Critical translation of easier portions of the prophetic writings. Mj. Spring, 1915, PROFESSOR WILLETT.

12. Advanced Hebrew Grammar.—Etymology. M. Summer, 1916, PROFESSOR PRICE.

13. Advanced Hebrew Grammar.—Syntax. M. Summer, 1916, PROFESSOR PRICE.

16. Textual Criticism. Investigations in principles and methods.—Seminar. Mj. Summer, 1915, PROFESSOR SMITH.

GROUP 2. CRITICAL AND EXEGETICAL COURSES

Hebrew

20. Books of Kings and Their Parallel Assyrian Records.—Historical and critical work. Mj. PROFESSOR PRICE.

22. Isaiah, chaps. 1-39.—Critical reading of the material, with an interpretation of the prophecies, and a study of the life and times of Isaiah. Mj. Autumn, 1916, PROFESSOR PRICE.

23. Isaiah, chaps. 40-66.—A critical reading of the material with a study of the prophecies as illustrating exilic and post-exilic conditions. Mj. Winter, 1917, PROFESSOR PRICE.

24. Jeremiah.—Attention will be given to the political conditions in Judah's decline, and the waning of religious life as a background of Jeremiah's utterances; the book will be arranged and interpreted in chronological order. Mj. Spring, 1916, PROFESSOR PRICE.

26. Ezekiel.—Condition of the exiles; Babylonian government; Ezekiel's character; analysis and translation of selected sections. Mj. Spring, 1915, PROFESSOR SMITH; Winter, 1916, PROFESSOR PRICE.

27. Daniel.—Translation and interpretation of the book in the light of the historical conditions amid which it arose. Mj. Spring, 1916, PROFESSOR SMITH.

28. The Earlier Minor Prophets.—Critical and exegetical study of the language, contents, and teachings of these prophets. Mj. PROFESSOR SMITH.

29. The Later Minor Prophets.—Critical translation with a study of the historical background, and teachings of these prophets. Mj. Spring, 1917, PROFESSOR SMITH.

30. The Psalter.—The formation of the Psalter; characteristics of the Psalms as to style and authorship; critical translation of selected Psalms; their classification and use. Mj. Spring, 1917, PROFESSOR PRICE.

32. Hebrew Poetry and Poetics.—A study of the development of Hebrew poetry with special reference to metrical and strophic form. Mj. Winter, 1917, PROFESSOR SMITH.

44. Job.—A study of the literary form, the thought content, the linguistic peculiarities, and the chief teachings of the book. Mj. Autumn, 1916, PROFESSOR SMITH.

50. Seminar in Exegesis.—Based on one or more of the Minor Prophets. Mj. Spring, 1917, PROFESSOR SMITH.

English

60. Isaiah, chaps. 1-39.—Arrangement in chronological order, analysis, and interpretation of the different prophecies. For prescribed reading of Hebrew on this course additional credit for $\frac{1}{2}$ Mj. will be given. Mj. or $1\frac{1}{2}$ Mjs. Autumn, 1916, PROFESSOR PRICE.

61. Isaiah, chaps. 40-66.—In this course the effort will be made to master the contents of the chapters and to study the progress of the thought. Opportunity for reading the chapters in Hebrew will be given, with additional credit of $\frac{1}{2}$ Mj. Mj. or $1\frac{1}{2}$ Mjs. Winter, 1916, PROFESSOR SMITH.

62. Jeremiah.—Mj. or $1\frac{1}{2}$ Mjs. Autumn, 1916, PROFESSOR WILLETT.

63. Ezekiel.—A close study of the book and its exilic background. For reading prescribed Hebrew on this course additional credit for $\frac{1}{2}$ Mj. will be allowed. Mj. or $1\frac{1}{2}$ Mjs. Winter, 1916, PROFESSOR PRICE.

64. The Psalter.—Mj. Spring, 1915, PROFESSOR WILLETT.

65. The Book of Job.—A careful exegesis, with a consideration of the problem of suffering as treated in the Old Testament. Opportunity for reading the Hebrew of Job will be given, with an additional credit of $\frac{1}{2}$ Mj. Mj. or $1\frac{1}{2}$ Mjs. Winter, 1917, PROFESSOR SMITH.

68. Israel and the Neighboring Nations.—Mj. Spring, 1916, PROFESSOR WILLETT.

69. The Problem of Suffering in the Old Testament.—For students with no knowledge of Hebrew. $\frac{1}{2}$ or $\frac{1}{3}$ Mj. Spring, 1915, PROFESSOR SMITH.

70. The Hebrew Conception of Redemption in the Old Testament.— $\frac{1}{2}$ or $\frac{1}{3}$ Mj. Spring, 1916, PROFESSOR PRICE.

73. The Moral Leaders of Israel.— $\frac{1}{2}$ or $\frac{1}{3}$ Mj. Spring, 1917, PROFESSOR WILLETT.

74. Biblical Apocalyptic.—A study of apocalyptic in the Old Testament with special reference to the Book of Daniel, and comparison of the extra-canonical apocalypses with the Book of Revelation. Mj. Autumn, 1915, PROFESSOR WILLETT.

75. The Development of Hebrew Literature.—An introduction to the literature of the Old Testament from the point of view of its political and social background. For non-Divinity students. Mj. Spring, 1917, PROFESSOR WILLETT.

76. The Literature of the Prophets.—A study of the writings of the prophets with reference to their teachings and their contribution to a right understanding of the nature of prophecy. $\frac{1}{2}$ or $\frac{1}{3}$ Mj. Autumn, 1916, PROFESSOR WILLETT.

77. A Sketch of Old Testament History—Early Period.—A rapid survey of the historical development of the Hebrews. For non-Divinity students. Mj. Autumn, 1915, PROFESSOR WILLETT.

78. A Sketch of Old Testament History—Later Period.—A rapid survey of the historical development of the Hebrew people. For non-Divinity students. Mj. Winter, 1916, PROFESSOR WILLETT.

79. The Rise of Judaism.—Mj. Spring, 1915, PROFESSOR WILLETT.

GROUP 3. OLD TESTAMENT INTRODUCTION, HISTORY, AND RELIGION

80-82. General Survey of Old Testament Literature and History.—In these courses an attempt will be made to present under three divisions, namely: (1) the beginnings to the disruption of the kingdom; (2) the disruption of the kingdom to the exile; (3) from the exile to the Maccabean revolt: (a) the particular historical events with their relations to contemporaneous history; (b) the literary documents; (c) the social, industrial, and political data; (d) the facts concerning the various religious institutions; (e) the general progress of religious thought. These courses are intended to serve as an introduction to the various departments of Old Testament study, and are prescribed for every candidate for the degree of D.B. who does not elect Hebrew. Each course is an independent study and may be taken separately.

80. *Beginnings of Old Testament Literature and History.*—Mj. Summer, Autumn, 1915, PROFESSOR SMITH.

81. *History and Prophecy,* being a sketch of the period from the Disruption of the Kingdom till the fall of Jerusalem in 586 B.C.—Mj. Winter, 1916, 1917, PROFESSOR SMITH.

82. *History and Judaism,* being a sketch of the period from the fall of Jerusalem in 586 to the Maccabean revolt.—Mj. Spring, 1915, 1916, PROFESSOR SMITH.

83. The Priestly Element in the Old Testament.—Mj. PROFESSOR WILLETT.

84. The Wisdom Element in the Old Testament.—Mj. PROFESSOR WILLETT.

86. The Prophetic Element in the Old Testament.—Mj. PROFESSOR WILLETT.

87. Problems of the Religion of the Hebrews.—Seminar. Mj. PROFESSOR SMITH.

88. The Religion of Israel Prior to the Exile.—Mj. Autumn, 1915, PROFESSOR SMITH.

89. The Religion of Israel after the Exile.—Mj. Winter, 1916, PROFESSOR SMITH.

90. General Introduction to the Historical Criticism of the Old Testament.—Mj. PROFESSOR WILLETT.

91. Methodology.—In this seminar the aim will be (1) to define the various departments of Old Testament research; (2) to ascertain the relations of these departments to each other; (3) to specify the natural and logical order in which these departments should be taken up; and (4) to indicate the principles and methods which should control research in these departments. A seminar. Mj. Spring, 1917, PROFESSOR PRICE.

96. Civil and Public Life in Ancient Israel.—A study of the elements which made up the everyday civil and political life of the Hebrews and their most influential neighbors. Mj. Autumn, 1915, PROFESSOR PRICE.

104. Egyptian Archaeology and the Old Testament.—Mj. PROFESSOR BREASTED.

116. The Assyrian Period of Hebrew History.—An advanced course, taking up the problems of the period in the light of the records of both nations. Mj. Autumn, 1916, ASSISTANT PROFESSOR LUCKENBILL.

117. The Early History of Syria and Palestine.—A study of movements in this territory from the earliest historical times to the Hebrew Conquest. Mj. Summer, 1917, ASSISTANT PROFESSOR LUCKENBILL.

B. GENERAL PHILOLOGY AND HISTORY

118. History of Antiquity: I. From Prehistoric Times to the Oriental Empires, Down to 1600 B.C.—A survey of the career of man from the appearance

of his earliest handiwork in Europe, the Mediterranean world, and the nearer Orient through the rise and development of civilization in the Orient in the earliest known states, especially Egypt and Babylonia, but including also early Crete, and the cultural connection between the Orient and the earliest civilization of Europe. Mj. Autumn, 1915, 2:30, PROFESSOR BREASTED.

119. *History of Antiquity: II. The Oriental Empires, 1600 B.C. to Alexander the Great.*—A survey of civilization in the Orient during the Imperial Age, including Egypt, Asia Minor, Assyria, Chaldea, the Hebrews, Persia; giving especial attention to government, art, architecture, religion, and literature; presenting also the light thrown by oriental sources upon the early civilization of Europe, both before and after the Indo-Germanic migrations into Greece and Italy. Mj. Winter, 1916, 2:30, PROFESSOR BREASTED.

120. *Survey of the Ancient Orient from Prehistoric Times to Alexander the Great.*—A condensed survey of the periods more fully covered by courses 118 and 119. Mj. (given in Summer Quarter only), PROFESSOR BREASTED.

121. *The Sources of Early Oriental History.*—A study of the external form, paleography, field-methods of recording, processes of publication, extent, character, classification of content, historical value, and method of use of the monumental and documentary sources of early oriental history (Egypt, Babylonia, Assyria, Syria, and the Hittites). The endeavor is made to present a complete survey of the surviving historical monuments of the early East; the course is intended for general historical students. Mj. PROFESSOR BREASTED.

122. *The Literature of the Early Orient.*—A study of the rise of literary forms and the earliest development of literary art as seen in Egypt, Babylonia, and neighboring nations. The earliest literature of entertainment, tales, romances, poetry, epics, drama, wisdom, mortuary and religious compositions, scientific treatises, business and legal documents will be taken up, read in translation, analyzed, and discussed. Mj. Spring, 1916, PROFESSOR BREASTED.

123. *History of Oriental Art from the Earliest Times to the Conquest of Alexander.*—Mj. PROFESSOR BREASTED.

C. RABBINICAL LANGUAGE AND LITERATURE

Professor Emil G. Hirsch will, whenever need arises, conduct classes in the reading of modern Hebrew and in the study of the literature and life of ancient and modern Judaism.

D. ARAMAIC PHILOLOGY, LITERATURE, AND HISTORY

160. *Biblical and Contemporary Aramaic.*—The elements of Aramaic, including a study of the Aramaic portions of the Books of Ezra and of Daniel and of the Elephantine Papyri. Mj. Spring, 1916, PROFESSOR PRICE.

164. *Syriac Language.*—Including the material of Ugnad's *Syrische Grammatik*, and selections from the New Testament. Mj. Winter, 1917, PROFESSOR PRICE.

166. *Advanced Syriac.*—Roediger, *Chrestomathia Syriaca*; Land, *Anecdota Syriaca*. Mj. Autumn, 1917, PROFESSOR PRICE.

167. *Kalilah and Dimnah.*—Using Bickell, *Kalilag und Damnah*. (May be taken with course 209.) Mj. ASSISTANT PROFESSOR LUCKENBILL.

E. BABYLONIAN-ASSYRIAN PHILOLOGY, LITERATURE, AND HISTORY

GROUP 1. LINGUISTIC COURSES BASED UPON HISTORICAL TEXTS

170. *Elementary Assyrian.*—Using Delitzsch, *Assyrische Lesestücke*. Mj. Summer, Autumn, 1915, ASSISTANT PROFESSOR LUCKENBILL.

171. *Assyrian Historical Inscriptions I. Inscriptions from the Later Period.*—Including (a) a critical interpretation of the annals of Assurbanipal (Rassam-Cylinder), with (b) a more rapid reading of the historical inscriptions dating from 745 B.C. to 626 B.C. Mj. Spring, 1915, PROFESSOR PRICE. Winter, 1916, ASSISTANT PROFESSOR LUCKENBILL.

172. Assyrian Historical Inscriptions II. Inscriptions from the Early Period.—Using Messerschmidt, *Keilschrifttexte aus Assur, historischen Inhalts*. Mj. ASSISTANT PROFESSOR LUCKENBILL.

175. Babylonian Historical Inscriptions I. Neo-Babylonian Inscriptions.—Including the East India House Inscription of Nebuchadnezzar, and other neo-Babylonian texts. Mj. Autumn, 1916, ASSISTANT PROFESSOR LUCKENBILL.

176. Babylonian Historical Inscriptions II. Old Babylonian Inscriptions. Mj. ASSISTANT PROFESSOR LUCKENBILL.

177. Babylonian Chronicles and Eponym Lists.—M. Summer, 1916, ASSISTANT PROFESSOR LUCKENBILL.

GROUP 2. BUSINESS, LEGAL, AND EPISTOLARY LITERATURE

180. The Code of Hammurabi.—Using Harper, *The Code of Hammurabi*. Mj. ASSISTANT PROFESSOR LUCKENBILL.

181. Babylonian and Assyrian Business and Legal Documents.—Using (a) Schorr, *Urkunden des altbabylonischen Zivil- und Prozessrechts*, for the interpretation of the texts from the Old Babylonian Period; (b) Clay, *Documents from the Temple Archives from Nippur* (BE, Vols. XIV, XV; and MP, Vol. II₂), for the Cassite Period; (c) Johns, *Assyrian Deeds and Documents*; (d) Strassmaier, *Babylonische Texte*, for the neo-Babylonian period. Seminar, Mj. or DMj. Autumn, 1915, ASSISTANT PROFESSOR LUCKENBILL.

183. Babylonian and Assyrian Letters.—Including (a) Old Babylonian letters (in King, *Letters and Inscriptions of Hammurabi*); (b) the letters of the Sargonid Period (in Harper, *Assyrian and Babylonian Letters*); (c) the Tell el-Amarna Letters. Seminar. Mj. or DMj. Summer, 1916, ASSISTANT PROFESSOR LUCKENBILL.

GROUP 3. RELIGIOUS AND LITERARY TEXTS

185. Assyrian and Babylonian Myths and Epics.—The Gilgamesh Epic and the Babylonian accounts of the Creation will be read. Mj. Autumn, 1915, ASSISTANT PROFESSOR LUCKENBILL.

186. Babylonian Psalms, Prayers, and Incantations.—Using Zimmern, *Babylonische Busspsalmen*, and *Beiträge zur Kenntniss der babylonischen Religion*; Tallqvist, *Maglû*; Thompson, *Devils and Evil Spirits*; etc. Prerequisite: course 190. Mj. Autumn, 1916, ASSISTANT PROFESSOR LUCKENBILL.

GROUP 4. SUMERIAN LANGUAGE AND LITERATURE

190. Elementary Sumerian.—The student will be introduced to the Sumerian language through the Syllabaries and bilingual texts. Delitzsch, *Sumerische Grammatik*, and *Sumerisches Glossar*. Mj. Winter, 1916, ASSISTANT PROFESSOR LUCKENBILL.

191. The Great Cylinder Inscription A and B of Gudea.—Mj. Spring, 1915, PROFESSOR PRICE.

192. Sumerian Hymns, Psalms, and Liturgies.—Mj. Summer, 1917, ASSISTANT PROFESSOR LUCKENBILL.

193. Sumerian Historical Texts.—Using Thureau-Dangin, *Die sumerischen und akkadischen Königsinschriften*.—Mj. ASSISTANT PROFESSOR LUCKENBILL.

194. Sumerian Business and Legal Documents.—Mj. Winter, 1917, ASSISTANT PROFESSOR LUCKENBILL.

GROUP 5. HISTORY AND ARCHAEOLOGY

198. The Old Testament in the Light of the Babylonian Civilization.—A study of the archaeological and literary remains of the Hebrews and Babylonians with a view to determining the influence of the civilization of the latter upon that of the former. A knowledge of Assyrian is not a prerequisite. Mj. Summer, 1916, ASSISTANT PROFESSOR LUCKENBILL.

See also courses 116 and 117.

199. Seminar: Archaeology and Paleography.—The student will be introduced to the decipherment and copying of original documents. Lectures on the excavations in the Tigris-Euphrates Valley. Mj. or DMj. Summer, 1915, ASSISTANT PROFESSOR LUCKENBILL.

F. ARABIC PHILOLOGY, LITERATURE, AND HISTORY

200. Beginning Arabic.—A study of easy narrative and of (a) the grammatical principles of the language, (b) the commonest vocabulary, and (c) the relation of the Arabic grammatically considered to the Hebrew. Mj. Summer, Autumn, 1915, ASSISTANT PROFESSORS LUCKENBILL AND SPRENGLING.

202. Selected Suras of the Koran.—Critical translation and interpretation. Mj. Winter, 1916, ASSISTANT PROFESSOR SPRENGLING.

203. Historical Prose.—Selections from the Annals of Tabari, the Prolegomena of Ibn Khaldun, and other historical works. Mj. Spring, 1916, ASSISTANT PROFESSOR SPRENGLING.

204. The Bible in Arabic.—Rapid reading of selections from the Gospels. Mj. Winter, 1917, ASSISTANT PROFESSOR SPRENGLING.

206. Arabic Biographies.—Selections from Ibn Hisham's *Life of Mohammed*, Ibn al Qifti's *Tarikh al Hukama*, etc. Mj. Summer, 1916, ASSISTANT PROFESSOR SPRENGLING.

207. Arabic Grammarians.—Reading and study of selected portions from these writers. Mj. ASSISTANT PROFESSOR SPRENGLING.

208. Arabic Commentaries on the Koran.—Selections from Baidhawi's commentary on the Koran. Mj. ASSISTANT PROFESSOR SPRENGLING.

209. Arabic Fables.—Portions of the *Kalilah wa Dimnah* will be read and compared with the old Syriac version. Mj. Winter, 1917, ASSISTANT PROFESSOR SPRENGLING.

210. Arabic Poetry.—Selections from the pre-Islamic poets. Mj. ASSISTANT PROFESSOR SPRENGLING.

211. Arabian Nights.—Rapid reading of portions of *The Thousand and One Nights*. Mj. ASSISTANT PROFESSOR SPRENGLING.

216. Mohammedan History to the Beginning of the Crusades.—Mj. ASSISTANT PROFESSOR SPRENGLING.

218. History of the Crusades from the Mohammedan Standpoint.—Mj. ASSISTANT PROFESSOR SPRENGLING.

220. Mohammedan History from the Crusades to the Rise of the Ottoman Empire.—Mj. ASSISTANT PROFESSOR SPRENGLING.

230. Mohammedanism.—An open research course. Autumn, 1916, ASSISTANT PROFESSOR SPRENGLING.

II. SUB-DEPARTMENT OF EGYPTOLOGY

GROUP 1. LANGUAGE AND HISTORY COURSES, INCLUDING COPTIC (FOR HIERATIC, SEE GROUP 2).

250. Beginner's Hieroglyphic.—An inductive study, beginning at once with a hieroglyphic text, and building up knowledge of the signs, grammar, and dictionary as reading of the text proceeds. Mj. Autumn, 1915, 1916, PROFESSOR BREASTED.

252. Historical Inscriptions of the Middle Kingdom and Empire.—Selected progressively for students who have had only course 250. Mj. Winter, 1916, 1917, PROFESSOR BREASTED.

254. Historical Inscriptions of the Old Kingdom.—Using Sethe, *Urkunden*. Mj. Spring, 1916, 1917, PROFESSOR BREASTED.

256. Historical Inscriptions of the Late Period, including Persian and Ptolemaic Ages.—The Piankhi Stela, the Stela of Alexander II, the Canopic Stela, the Rosetta Stone, etc. Mj. PROFESSOR BREASTED.

258. Beginner's Coptic.—An inductive study beginning with the Sahidic Dialect, using Steindorff, *Coptische Grammatik*. M. PROFESSOR BREASTED.

260. Coptic Version of the Old Testament.—Selected portions, using the British Museum *Psalter*; Thompson, *Coptic Version*; Tattam, *Prophetæ Minores*, etc. M. PROFESSOR BREASTED.

262. Egyptian History (Seminar).—Study of special problems, introduced by general survey of the documents, using Breasted, *Ancient Records*. Mj. PROFESSOR BREASTED.

See also courses on History of Antiquity (Nos. 118, 119, 120).

GROUP 2. EGYPTIAN LITERATURE, INCLUDING THE ACQUISITION OF HIERATIC

270. Introduction to Hieratic and Late Egyptian.—Selected portions of Moeller, *Hieratische Lesestücke*. Mj. PROFESSOR BREASTED.

272. Egyptian Literature of Entertainment.—Narratives and tales (the forerunners of the *Arabian Nights*), and love poetry, all chiefly from the hieratic papyri. Mj. PROFESSOR BREASTED.

See also course on Oriental Literature (No. 121).

GROUP 3. EGYPTIAN RELIGION AND THOUGHT (IN FOUR PERIODS)

280. The Pyramid Texts (First Period).—The earliest religion of Egypt as reflected in the oldest surviving body of ancient literature, using Sethe, *Pyramidentexte*. Mj. PROFESSOR BREASTED.

282. The Social Prophets and the Coffin Texts (Second Period).—A study of the documents of the earliest crusade for social justice and its effect on religion. Using the Middle Kingdom papyri and Lacau, *Sarcophages*. Mj. PROFESSOR BREASTED.

284. The Monotheistic Revolution (Third Period).—Earliest monotheism as reflected in the Amarna Tombs, using Davies, *Tell el-Amarna*.

286. Book of the Dead (Fourth Period).—Analysis, translation of selected portions, tracing the final outcome of Egyptian religion and its influence in the Mediterranean. Mj. PROFESSOR BREASTED.

GROUP 4. EGYPTIAN ART, ARCHAEOLOGY, AND EPIGRAPHY

290. Egyptian Art and Archaeology.—General course, introduced by a brief account of the history, methods, and results of excavation, and tracing the influence of Egyptian art in the Mediterranean. Mj. PROFESSOR BREASTED.

See also course in Oriental Art in Department of the History of Art. Specialized work in architecture, sculpture, and the crafts for advanced students may be arranged when necessary.

292. The Inscriptions and the Monuments.—Rapid reading of all descriptions of their buildings and monuments by the Egyptians themselves, especially *Papyrus Harris*. Mj. PROFESSOR BREASTED.

294. Egyptian Epigraphy.—A study of original inscriptions in Haskell Museum and Field Museum. Students' facsimile copies are compared with the originals, and corrected, and field methods of epigraphic work are taught. M. PROFESSOR BREASTED.

III. SUB-DEPARTMENT OF RUSSIAN LANGUAGE AND INSTITUTIONS

SENIOR COLLEGE COURSES

301. Elementary Russian.—This is a beginning language course, with special emphasis on the fundamental points of Russian grammar; the reading of simple texts will be introduced from the start. Mj. Summer, 1915, 1:30; Winter, 1916, 8:15, ASSISTANT PROFESSOR HARPER.

302. Intermediate Russian.—The course will continue the reading of easy texts, and a more detailed study of Russian grammar and syntax. Mj. Spring, 1916, 8:15, ASSISTANT PROFESSOR HARPER.

308. Intermediate Russian.—Selections from Russian novels will be studied; composition work will be introduced. Mj. Summer, 1916, 8:00, ASSISTANT PROFESSOR HARPER.

310. The Political and Social Institutions of Russia.—The building of an empire and its expansion; autocracy and bureaucracy; landlordism and peasantism; radical and liberal thought; the problem of nationalities; the beginnings of constitutionalism. (See circular of the Department of History.) Mj. Summer, 1915, 10:30, ASSISTANT PROFESSOR HARPER.

320. The Russian Novel.—The Russian novel will be studied with special reference to the development of radical and liberal thought in Russia. Mj. Spring, 1916, 10:45, ASSISTANT PROFESSOR HARPER.

On special courses, by arrangement, see p. 190.

IX. THE DEPARTMENT OF NEW TESTAMENT AND EARLY CHRISTIAN LITERATURE

OFFICERS OF INSTRUCTION

ERNEST DEWITT BURTON, D.D., Professor and Head of the Department of New Testament Literature and Interpretation.

EDGAR JOHNSON GOODSPEED, D.B., PH.D., Professor of Biblical and Patristic Greek; Assistant Director of Haskell Oriental Museum.

CLYDE WEBER VOTAW, D.B., PH.D., Associate Professor of New Testament Literature.

SHIRLEY JACKSON CASE, D.B., PH.D., Associate Professor of New Testament Interpretation.

FRED MERRIFIELD, A.B., D.B., Instructor in New Testament History and Interpretation.

BENJAMIN WILLARD ROBINSON, D.B., PH.D., Iowa Professor of New Testament Literature and Interpretation, Chicago Theological Seminary.

FELLOWS, 1915-16

DONALD MELROSE BRODIE.

ARTHUR WAKEFIELD SLATEN, A.B., D.B.

ELMER HARRY ZAUGG, A.B.

INTRODUCTORY

LINES OF STUDY

The Department of New Testament and Early Christian Literature offers courses in the Divinity School, in the Graduate School of Arts and Literature, and in the Senior Colleges. The aim of this Department is, by its various courses, to set forth as fully and clearly as possible the origin and early development of the Christian religion. Its work is purely historical, and dealing with the history of thought as well as of events in the more objective sense it includes the field of study sometimes designated as the Biblical Theology of the New Testament. It provides instruction in the following lines of investigation:

1. The historical environment of early Christianity: the conditions in the Jewish nation and in the Roman Empire at large amid which Jesus and his immediate followers did their work, the Christian church came into being, and the early

Christian literature arose as a product of the religious life and needs of the Christian community.

2. The origin and history of the literature of the New Testament and early Christian period, including (a) Jewish literature of approximately the New Testament period, (b) the books of the New Testament, considered with reference to their origin, authorship, date, purpose, and plan, and (c) other ante-Nicene Christian literature.

3. The Greek of the New Testament, and of other Greek literature closely related linguistically to the New Testament. In this division of the work opportunity is provided for the translation and grammatical study of the New Testament, of the Septuagint and other Greek versions of the Old Testament, of Jewish Greek literature nearly contemporaneous with the New Testament writings, and of early Christian Greek literature. The special aim of this portion of the work is, primarily, to give to all students the necessary linguistic foundation for the interpretation of the New Testament, and, secondarily, to afford to those who desire it an opportunity to form a broad basis for advanced original work in the various departments of New Testament study. A knowledge of classical Greek is presupposed. Students who lack this knowledge have opportunity to make the necessary preparation by taking courses in the Department of (classical) Greek.

4. The documents of the New Testament text, and the theory and praxis of textual criticism as applied to them.

5. The Interpretation of the New Testament, including: (a) Principles of interpretation, especially as applied to the New Testament. Instruction in these principles is given in connection with the actual work of interpretation on the part of the student, and is practical rather than theoretical. (b) Interpretation of the various New Testament books in accordance with the principles referred to above.

6. The Life of Jesus. It will be the endeavor of the instructors to make all the previously mentioned lines of study, especially as applied to the Gospels, contribute to the attainment and presentation of a true conception of the life and teaching of Jesus.

7. The History of the Early Years of the Christian Church. This subject, necessarily taken up in connection with 1, is also treated independently from the point of view of the rise of Christianity.

8. New Testament Theology: the teachings of Jesus and other early Christian teachers. Upon the basis of a knowledge of the life, especially the religious life, and thought of the period, the effort is made to set forth in their genetic relation the ideas which constitute the central and governing elements of early Christianity.

9. The History of the New Testament, including (a) the history of manuscripts and versions; (b) the history of the canon; (c) the history of interpretation; (d) the history of criticism.

GENERAL AIM

The work of the Department is planned with reference to the needs of three classes of students: (1) Those who seek a knowledge of the Bible and the early history of the Christian religion as a part of a liberal education, for its practical

religious value, or as preparation for general Christian service. (2) Those who are preparing for the Christian ministry and expecting to be pastors or missionaries. (3) Those who are preparing to be teachers of the Bible or of the biblical languages, or instructors in other departments of theological study.

With a view to meeting the varied needs of these several classes, a wide range of courses is offered, and in a number of instances different courses are offered on the same subject, presupposing different degrees of preparation on the part of the student. Thus in the Life of Jesus and the Rise of Christianity, two kinds of courses are offered, more elementary courses intended for undergraduates and other non-Divinity students and presupposing no advanced study of the New Testament, and more advanced courses intended for students who have already taken courses in the history of New Testament times, the origin and purpose of the New Testament books, and interpretation. Courses in interpretation are adapted to the needs of two classes of students, those who are able to use only the English text and those who are able to read the Greek text. The courses on the teachings of Jesus and other early Christian teachers are also of two classes, those in which the work of the student is done on the basis of the English version, and those which presuppose courses with interpretation of the Greek text.

With a like purpose in mind, the relative emphasis on the impartation of the results of the instructors' investigation, the acquisition of information derived from other courses, and the training of the student to investigate for himself, varies in different courses. But the courses as a whole are planned with a view to developing the student's own powers of investigation, and in most of them this is the result *directly* aimed at.

The courses intended especially for undergraduates and other non-Divinity students are placed by themselves at the end of the list. See section VI under "Courses of Instruction" (p. 207).

ARRANGEMENT OF WORK

THE PRESCRIBED COURSES

In order to gain a true insight into the meaning of the New Testament and the rise of the Christian religion it is needful that the student should acquire early in his course a knowledge of the historical situation in which this religion had its origin and of the conditions of religious life and thought that gave occasion to the books of the New Testament. With a view to gaining this needful knowledge and securing a clear knowledge of the fundamental elements of the Christian religion at its inception, while also acquiring a right method of study, all students in the Divinity School who are candidates for the D.B. or Ph.D. degree are required in their second year to take courses 1, 2, and 71.

SEQUENCE COURSES FOR THE D.B. DEGREE

Those who wish to continue their study of the New Testament without the use of the Greek language are advised in their third year to select three or more courses from the following list, 51, 54, 55, 56, 58, 59, 60, 67, 69, 82, 91, 92, 93, preferably taking one course on a gospel, one on an epistle, and one in the teaching of the New Testament.

All students who wish to acquire a thorough knowledge of the New Testament are recommended to take course 41 in the second year of their course and

thereafter to do their exegetical work on the basis of the Greek text, electing their courses from the foregoing list. Students who take course 41 in their second year may postpone course 71 to the third year.

WORK FOR THE MASTER'S DEGREE

Students who desire to obtain the A.M. degree in this Department are required to accomplish 8 majors of graduate work under the direction of the Head of the Department, and to present an acceptable thesis. The 8 majors must, as a rule, include courses 1, 2, 41, one selected from courses 51 to 69 inclusive (in Greek), and 71 or 86.

SECONDARY WORK FOR THE DOCTOR'S DEGREE

Students of the Divinity School who make New Testament Interpretation and Theology their secondary subject for the Doctor's degree must complete work equivalent to not less than 9 majors, including courses 1, 2, and 41. The additional courses must be selected with reference to their relation to the student's principal subject, and must be approved by the Head of the New Testament Department. Such students must be familiar with the grammar and vocabulary of the Greek New Testament and must be able to read any portion of it.

Students of the Graduate School of Arts and Literature who elect their secondary subject for the Doctor's degree in this Department are required to complete work in this subject equivalent in the aggregate to not less than 9 majors, including courses 1, 2, and 41. The courses must be systematically arranged and must be approved by the Head of the Department. The student must be able to read the Septuagint version of the historical books of the Old Testament, any portion of the New Testament, and the Apostolic Fathers.

PRINCIPAL WORK FOR THE DOCTOR'S DEGREE

Students of the Divinity School who make New Testament Interpretation and theology their principal subject for the Doctor's degree must acquire a reasonably thorough knowledge of the entire field covered by the Department, including all of the nine lines of study indicated above, and must become especially proficient in some one of these lines. In addition to the courses in the Old Testament required for the D.B. degree, a knowledge of Hebrew such as can be acquired in 3 majors may be required of students electing to specialize in certain portions of the field of the Department; also one major in Aramaic or one major in Syriac. The total amount of work required for the degree cannot be stated in majors and minors. The degree is granted only to those who give evidence of high attainments in the Department and of ability to be independent investigators.

Students of the Graduate School of Arts and Literature who choose their principal subject for the Doctor's degree in this Department must be proficient in Jewish and Roman History from 175 B.C. to 135 A.D. and must have a good acquaintance with the Jewish and Christian literature of this period, and a thorough knowledge of the Greek of the Septuagint, the New Testament, and the Apostolic Fathers. They must be proficient in classical Greek, and have at least an elementary knowledge of Comparative Indo-European Grammar. A knowledge of Hebrew and Aramaic may also be required under conditions similar to those stated above.

THE NEW TESTAMENT CLUB

The New Testament Club holds meetings once in three weeks for the review of current literature and the presentation of papers on subjects connected with New Testament study.

COURSES OF INSTRUCTION

PRESCRIBED COURSES

(For particulars as to these courses see the full list below.)

A. IN THE DIVINITY SCHOOL

1. **Beginnings of Christianity I.**—Mj. Summer, 1915, 1916; Autumn, 1915, 1916.

2. **Beginnings of Christianity II.**—Mj. Winter, 1915, 1916, 1917.

71. **The Teaching of Jesus.**—Mj. Summer, 1915; Spring, 1915, 1916, 1917.

B. IN THE CHICAGO THEOLOGICAL SEMINARY

21. **Introduction to the New Testament.**—Mj. Autumn, 1915.

3. **The World of Jesus and of Paul.**—Mj. Winter, 1916.

71A. **The Teaching of Jesus.**—Mj. Spring, 1916.

I. HISTORY

1. **Beginnings of Christianity I.**—A survey of the Mediterranean world in New Testament times, especially the political, economic, social, cultural, and religious conditions among the Jewish people in this period, and the relation of these conditions to the beginnings of Christianity; the work of John the Baptist and of Jesus. A prescribed course. Mj. Autumn, 1915, Summer, 1916, ASSOCIATE PROFESSOR VOTAW; Summer, 1915, Autumn, 1916, ASSOCIATE PROFESSOR CASE.

2. **Beginnings of Christianity II.**—A survey of the territorial, ecclesiastical, literary, and doctrinal growth of Christianity in the Apostolic age, with particular emphasis on the origin and content of the New Testament books as products of the new religious movement. A prescribed course. Mj. Winter, 1916, PROFESSOR GOODSPEED; Winter, 1915, 1917, ASSOCIATE PROFESSOR CASE.

3. **The World of Jesus and of Paul.**—The historic settings of the life and work of Jesus and Paul; a study of the religious and political conceptions and circumstances of their times in relation to their personalities and their messages. A prescribed course in the Chicago Theological Seminary. Mj. Winter, 1916, PROFESSOR ROBINSON (Chicago Theological Seminary).

4. **The Greco-Roman World in the First Century.**—Social, intellectual, and religious conditions and movements outside of Palestine in the New Testament period, with special reference to the expansion of Christianity. Mj. Summer, 1916, PROFESSOR GOODSPEED.

5. **The Life of Jesus.**—History of study upon the life of Jesus; sources of information; geographical and chronological data; Jesus' relation to John the Baptist; Jesus' ministry as miracle-worker and teacher; his relations with his disciples; his conception of his mission. Mj. Winter, 1916, ASSOCIATE PROFESSOR CASE.

8. **History of the Apostolic Age.**—The sources; the early Christian community in Jerusalem; the missionary enterprise; contact of Christianity with contemporary religions; development of organization, ritual, and doctrine; chronology; status of Christianity in the Greco-Roman world at the end of the first century. Mj. Autumn, 1916, ASSOCIATE PROFESSOR VOTAW.

9. **The Expansion of Christianity in the First Century.**—An investigation of special problems in the history of the Apostolic age, treating such topics as life within the new community; the organization of the early churches; the institution of religious rites; public and private worship; the work of the prophet and

teacher; the content and methods of the missionary preaching; the chief forces operative in the expanding life of the new religion. Mj. Autumn, 1915, ASSOCIATE PROFESSOR CASE.

10. Early Christianity and Contemporary Religions.—A study of various religious movements within the Mediterranean world of New Testament times, such as Judaism, cults of Greek and Roman gods, emperor-worship, and the various "mysteries"—Greek, Phrygian, Persian, Syrian, and Egyptian; followed by an estimate of the significance of these religions for our understanding of early Christianity. A seminar. Mj. Winter, 1915, Summer, 1916, ASSOCIATE PROFESSOR CASE.

11. Early Christianity and Contemporary Philosophies.—An examination of typical phases of religious thinking in the Greco-Roman world, as seen in the various Greek philosophies of the period, in astral speculation, in Gnosticism, in Jewish philosophy, and in Christianity. The main object of the course is to ascertain the religious problems with which thinking people of that day were concerned, and to determine the extent to which Christians recognized these problems and the solutions they proposed. A seminar. Mj. Autumn, 1916, ASSOCIATE PROFESSOR CASE.

12. Life and Message of Paul.—Paul's personal greatness; Jewish career, Christian experience; universal message; permanent influence. Mj. Spring, 1916, PROFESSOR ROBINSON (Chicago Theological Seminary).

14. Textual Criticism of the New Testament.—Material and principles of criticism with practical exercises from facsimiles and digests of readings. Mj. Winter, 1915, 1917, PROFESSOR GOODSPEED.

16. The New Testament Canon.—Its formation and history in the ante-Nicene Period. Mj. Winter, 1916, PROFESSOR GOODSPEED.

13. New Testament Interpretation and Criticism.—The Jewish conception of sacred books and manner of interpreting them; investigation of the understanding and use of the New Testament writings in the ancient period, the renaissance, the reformation, and the modern period; rise of the historical, grammatical, and literary methods; the elements of scientific interpretation, with a consideration of its bearing on the homiletic use of the New Testament. A seminar. Mj. Winter, 1916, ASSOCIATE PROFESSOR VOTAW.

II. LITERATURE

21. Introduction to the New Testament.—Early Christian spirit and life as reflected in the first Christian writings; occasion and purpose of the several books; chronological succession and interrelationships. A prescribed course in the Chicago Theological Seminary. Mj. Autumn, 1915, PROFESSOR ROBINSON (Chicago Theological Seminary).

22. The Literature of the New Testament.—A closer study of the books of the New Testament than in course 2, with special reference to the circumstances of their composition and the attestation of them in early Christian literature. Mj. PROFESSOR GOODSPEED.

24. Introduction to the Synoptic Gospels.—Detailed examination of the resemblances and differences of the first three gospels as bearing upon the question of the sources and literary method of each. Mj. Autumn, 1916, PROFESSOR BURTON.

26. Introduction to the Gospel of John.—Internal and external evidence bearing upon the origin of the Fourth Gospel. A seminar. Mj. Autumn, 1915, PROFESSOR BURTON.

32. Jewish Literature of the New Testament Period.—Introduction to and contents of the literature of the Jews, 200 B.C.—100 A.D., including the Greek translation of the Old Testament, the Old Testament Apocrypha, the Apocalyptic writings, the writings of Philo, and the writings of Josephus. Mj. Summer, 1915, Winter, 1917, ASSOCIATE PROFESSOR VOTAW.

36. Christian Literature to Eusebius.—History of ante-Nicene Christian Literature, with reading of assigned portions, partly in original, partly in translation. Mj. Spring, 1916, PROFESSOR GOODSPEED.

39. The Apostolic Fathers.—Brief introductions; translation of selected portions of the Greek text; lectures and essays on the theology of the several writers. M. First Term, Summer, 1915; Mj. Spring, 1917, PROFESSOR GOODSPEED.

40. The Apologists.—Critical introduction; reading of portions of the Greek text; study of early apologetics. M. Second Term, Summer, 1915, PROFESSOR GOODSPEED.

III. LANGUAGE

41. The Greek of the New Testament.—Characteristics of the Greek of the New Testament; principles of syntax; brief survey of the facts and principles of textual criticism; translation of the Gospel of Mark, with particular attention to grammatical interpretation; lexical studies. Prerequisite: 2 units of preparatory Greek, or the equivalent amount of college Greek. Mj. Spring, 1915, 1916, ASSOCIATE PROFESSOR VOTAW.

42. Advanced Syntax of New Testament Greek.—Inductive study of special problems of the syntax of New Testament Greek. M. Summer, First Term, 1915, PROFESSOR GOODSPEED.

48. Septuagint Greek.—Origin and history of the Septuagint, and other Greek versions of the Old Testament; rapid reading of portions of the Greek text; characteristics of Septuagint Greek, and its relation to the Greek of the New Testament. Mj.

50. Lexicographical Seminar.—Historical study of important New Testament words. Mj. PROFESSOR BURTON.

IV. INTERPRETATION¹

51. The Gospel of Matthew.—Purpose, sources, date, and authorship of the book; analysis of its contents; interpretation on the basis of the Greek text and English translations, with particular attention to the discourse sections. Mj. Winter, 1915, PROFESSOR GOODSPEED.

54. The Gospel of Mark.—Purpose, sources, date, and authorship of the book; analysis of its contents; interpretation on the basis of the Greek text and English translations. Mj. Summer, 1916, PROFESSOR GOODSPEED.

55. The Gospel of Luke.—Purpose, sources, date, and authorship of the book; analysis of its contents; interpretation on the basis of the Greek text and English translations, with particular attention to sections peculiar to this Gospel. Mj. Winter, 1917, ASSOCIATE PROFESSOR CASE.

55B. Sources of Power in Jesus' Parables.—Elements of homiletical force in the parables, metaphors, and similes. A seminar. Mj. Winter, 1916, PROFESSOR ROBINSON (Chicago Theological Seminary).

56. The Gospel of John.—Purpose, sources, date, and authorship of the book; analysis of its contents; interpretation on the basis of the Greek text and English translations; study of the leading terms of the Gospel, intended to lay the foundation of an inductive study of the Johannine theology. Mj. Summer, 1915; Winter, 1916, ASSOCIATE PROFESSOR CASE.

¹ Courses 1 and 2 (or 22) are prerequisite to all courses in interpretation; but this requirement may be waived in the Summer Quarter at the option of the instructor. The instruction is based upon the Greek text and the English translations, separate sections being formed for English and Greek students if and so far as necessary. Credit toward the A.M. or Ph.D. degree is given to students who have previously taken courses 1, 2, and 41. In reporting courses to the Examiner, the instructor will indicate whether the course was taken in English or in Greek.

56B. The Gospel of John.—Essential characteristics; author and purpose; Johannine conception of Christ; influence upon Christian history; use of the Gospel in preaching and teaching; interpretation of the more important chapters. Mj. Autumn, 1915, PROFESSOR ROBINSON (Chicago Theological Seminary).

57. The Book of Acts in Greek.—Rapid reading and interpretation of the Greek text. Mj.

58. The Epistle to the Romans.—Introduction; analysis of argument; study of the leading terms of the epistle, intended to lay the foundation of an inductive study of the Pauline theology; interpretation of chaps. 1-8 on the basis of the Greek text and English translations; lectures on interpretation. Mj. Autumn, 1916, PROFESSOR BURTON.

59. The Epistles to the Corinthians.—Historical situation, including conditions of church life in the Greco-Roman world; analysis of the letters; interpretation on the basis of the Greek text and English translations; contribution of the letters to our knowledge of primitive Christianity. Mj. Spring, 1915, ASSOCIATE PROFESSOR VOTAW; Summer, 1916, ASSOCIATE PROFESSOR CASE; Spring, 1917, PROFESSOR GOODSPEED.

60. The Epistle to the Galatians.—Introduction; analysis of the letter; interpretation on the basis of the Greek text and English translations. Mj. Autumn, 1914, PROFESSOR BURTON.

62. The Epistle to the Philippians.—Introduction; analysis of the letter; interpretation on the basis of the Greek text and English translations. M. First Term, Spring, 1916, Winter, 1917, PROFESSOR GOODSPEED.

63. The Epistle to the Colossians.—Introduction and analysis of the letter; interpretation on the basis of the Greek text and English translations. M. Second Term, Spring, 1916, Winter, 1917, PROFESSOR GOODSPEED.

64. The Epistles to the Thessalonians.—Introduction and analysis, their significance for the life of Paul and of the early Church; interpretation of 1 Thessalonians on the basis of the Greek text and English translations. M. Second Term, Summer, 1915, PROFESSOR GOODSPEED.

67. The Epistle to the Hebrews.—Introduction; history of opinion concerning the authorship of the letter; analysis of argument; interpretation of selected passages. Mj. PROFESSOR GOODSPEED.

69. The Apocalypse of John.—Interpretation of the Book of Revelation on the basis of the Greek (or English) text. A genetic and comparative study of the place occupied by apocalyptic in the Hellenistic, Jewish, and Christian religions. Mj. Autumn, 1915, ASSOCIATE PROFESSOR CASE.

V. TEACHING

71. The Teaching of Jesus.—Character of the sources of information; circumstances under which the teaching was transmitted; analysis and classification of its content as reported in the Gospels; its significance for Jesus, and for the believers who collected and used the accounts; based on the English text. A prescribed course. Mj. Spring, 1915, 1916, 1917, PROFESSOR BURTON; Summer, 1915, ASSOCIATE PROFESSOR VOTAW.

71A. The Teaching of Jesus.—Antecedents; distinction between form and essential content; classification of the sayings; systematic survey of the teaching. A prescribed course in the Chicago Theological Seminary. Mj. Spring, 1916, PROFESSOR ROBINSON (Chicago Theological Seminary).

73. The Theology of the Synoptic Gospels.—An inductive study of the Synoptic Gospels and their sources, in relation to the religious life of the period in which they arose, and of the method of their production, with a view to discovering the theological ideas of the several authors, and the teaching of John the Baptist and Jesus. A seminar. Mj. Spring, 1915, PROFESSOR BURTON.

74. The Theology of the Johannine Writings.—An inductive study of the gospel and epistles of John in the light of the conditions out of which they arose,

with a view to discovering the contribution of these writings to our knowledge of the religious life and thought of the period in which they were produced, and of the teaching of Jesus. A seminar. Mj. Spring, 1916, PROFESSOR BURTON.

81. *The Teaching of Paul.*—Purpose and characteristics of Paul as a missionary of the gospel to the Greco-Roman world; sources of his ethical and religious ideas; point of view, method, and content of his message; based on the English text. Mj. Spring, 1916, ASSOCIATE PROFESSOR VOTAW.

82. *The Theology of the Apostle Paul.*—An inductive study from the Greek text of the teachings of the apostle in his letters, with a consideration of the sources of his theological ideas, and of his relative valuation of them. A seminar. Mj. Spring, 1917, PROFESSOR BURTON.

91. *The Ethical Teaching of the New Testament.*—The principles and precepts of the ideal life as taught and practiced by Jesus and by Paul, with a consideration of their contribution to present-day ethics. Mj. Winter, 1916, 1917, ASSOCIATE PROFESSOR VOTAW.

92. *The Eschatology of the New Testament.*—Jewish ideas of the Kingdom of God, the Messiah, the Resurrection, and the Day of Judgment; the teaching of Jesus, Paul, the synoptists, and John upon these themes, and concerning the *Parousia*; rise and development of Primitive-Christian eschatology in the first century. A seminar. Mj. Autumn, 1916, ASSOCIATE PROFESSOR VOTAW.

93. *The Christology of the New Testament.*—A study of the rise and development of Primitive-Christian Christology, as reflected in the New Testament writings. A seminar. Mj. Autumn, 1915, Summer, 1916, ASSOCIATE PROFESSOR VOTAW.

94. *The Idea of Authority in the New Testament.*—The ideas concerning the nature and basis of religious authority reflected in the several writers and groups of books in the New Testament. M. PROFESSOR BURTON.

95. *The Idea of Atonement in the New Testament.*—M. PROFESSOR BURTON.

100. *Research Work.*—Investigation in the field of lexicography, history, and biblical theology. Every Quarter. PROFESSOR BURTON.

VI. BIBLICAL LITERATURE IN ENGLISH

For students in the Senior and Junior Colleges

101. *The Origin of the Bible: the Books of the New Testament.*—The religious life of Israel and its expression in literature; the new religious movement originating in Jesus and its literary products; the rise of the New Testament canon. Mj. Autumn, 1915, Spring, 1917, MR. MERRIFIELD.

106. *The Life of Jesus.*—The historical conditions of Jesus' life; the events of his life on the basis of the Synoptic Gospels; the purpose of his ministry; and his permanent significance for religion. Mj. Autumn, every year, MR. MERRIFIELD.

109. *The Rise of Christianity.*—Beginning and growth of the Christian religion in Palestine; the work of Paul; the expansion of Christianity in the Roman Empire in the first century. Mj. Winter, every year, MR. MERRIFIELD.

110. *The Life of Paul.*—Paul's relations to Judaism and to Hellenism; his first contact with Christianity; his conversion; his activity in Syria and Cilicia; his relations with the Judean Christians; his missionary journeys; the character of his work as a missionary; his imprisonments; his letters; chronology of his life. Mj. Spring, 1915, MR. MERRIFIELD.

111. *The Teaching of Jesus.*—Based on the English text of the Synoptic Gospels. Mj. Spring, every year, MR. MERRIFIELD.

112. *The Religion of Jesus.*— $\frac{1}{2}$ or $\frac{1}{3}$ Mj. Spring, 1915, PROFESSOR BURTON.

113. *Jesus and the Prophets.*—A comparison of their point of view and teaching. $\frac{1}{2}$ or $\frac{1}{3}$ Mj. Autumn, 1916, MR. MERRIFIELD.

114. *The Religious Teaching of the Fourth Gospel*.—Mj. Winter, 1916, MR. MERRIFIELD.

115. *The Universal Elements of Christianity*.—A study of those elements of historic Christianity which are adapted to the needs of all people. Mj. Winter, 1917, MR. MERRIFIELD.

116. *Science and Christianity*.—The elements of the scientific point of view and its effect on our conception of Christianity. Mj. Spring, 1916, MR. MERRIFIELD.

117. *Modern Religious Problems*.—A study of the fundamentals of the Christian religion from the point of view of the problems of a college student. $\frac{1}{2}$ or $\frac{1}{3}$ Mj. Autumn, 1917, MR. MERRIFIELD.

118. *The Essentials of Religion*. Autumn, 1915, MR. MERRIFIELD.

119. *Christianity and Other Religions*.— $\frac{1}{2}$ or $\frac{1}{3}$ Mj. Winter, 1917, MR. MERRIFIELD.

122. *The Religion of the New Testament*.—Mj. Autumn, 1916, MR. MERRIFIELD.

X. THE DEPARTMENT OF SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY

OFFICERS OF INSTRUCTION

CARL DARLING BUCK, PH.D., Professor and Head of the Department of Sanskrit and Indo-European Comparative Philology.

WALTER EUGENE CLARK, PH.D., Assistant Professor of Sanskrit.

FRANCIS ASBURY WOOD, PH.D., Professor of Germanic Philology.

INTRODUCTORY

The aims of the Department will be:

1. To furnish the requisite training for those intending to make Indo-European Philology their chief work. Instruction will be given in the most important branches of the family by means of courses which combine a practical introduction to the respective languages with lectures and exercises on their comparative grammar. Such courses are offered by this Department in Sanskrit, Avestan, Old Persian, Lithuanian, and Old Bulgarian, and by the English and German departments in Old English, Gothic, and Old High German. In Greek and Latin, of which a practical knowledge is presupposed, the work will be entirely grammatical, consisting of lectures and exercises on the comparative grammar of Greek and Latin, and the Greek and Italic dialects. For work in the comparative syntax of Greek and Latin the program of the Department of Latin is to be consulted.

2. To provide for a systematic course of study in Indic Philology. The courses offered are designed to provide for the needs alike of students who turn to Sanskrit for the better understanding of Indo-European language and civilization and of those who are interested especially in the contributions of India to religious and philosophical thought. Provision is made for a consecutive course of study extending over three years.

3. To act as an auxiliary to the Greek and Latin departments by furnishing instruction in the comparative grammar of the classical languages and in the

Greek and Italic dialects. Courses 1 and 2 will also be adapted to students in the Germanic and English departments who are engaged chiefly in linguistic work.

4. To provide a brief introductory course, such as will be of value to the general student.

SEQUENCES

1, General Introduction to the Study of Language; 2, Comparative Grammar of Greek and Latin; 3, Exercises in Greek and Latin Historical Grammar; 6, Italic Dialects; 7, Greek Dialects; 10, Elementary Sanskrit; 11, Advanced Sanskrit; 12, Introduction to Vedic Study; 13, History of Sanskrit Literature; XIV-103, Gothic; 104, Old High German; 108, Introduction to German Philology.

PRINCIPAL SEQUENCES

Courses 1, 2, 3, 6, 7, 10, 11, 12, 13.

Courses in Gothic and German Philology may be substituted for the later courses in the sequence, and various combinations with the work of other departments may be offered.

SECONDARY SEQUENCES

Sequences of six majors may be made by employing courses 1 and 2 and selecting the additional four majors from the remainder of the series, i.e., 1, 2, 3, 10, 11, 12; or 1, 2, 3, 6, or 7, 10, 13; or 1, 2, 10, 11, 12, 13.

The work of the Summer Quarter is intended to meet the wants of teachers of Greek and Latin who desire an insight into the methods of comparative grammar and an elementary knowledge of Sanskrit.

COURSES OF INSTRUCTION

NOTE.—Courses 1-7 and 10-15 are Senior College and graduate courses; all others are graduate only.

1. General Introduction to the Study of Language.—General principles of linguistic development, illustrated from ancient and modern languages (chiefly Latin, English, French, or German). Lectures and assigned reading. Topics: Significance of language as an institution in human development; its relation to organized thought, theories of origin. Intrinsic interest and value of language study, apart from practical ends. Historical method. Classification of phonetic changes, and question of their uniformity. Formal changes due to mental association (Analogy). Changes of meaning (Semantics). Development of structure (Agglutination and Adaptation), grammatical categories. Systems of writing, relation of spelling to speech. Language and dialect, linguistic geography, rise of a standard language, language mixture, language and nationality. Brief survey of the more important language families, with more detailed account of the Indo-European family, its past and present distribution, the earliest history and linguistic remains of each branch.

Prerequisite: some knowledge of Latin and of one modern European language, other than English. M. Summer, First Term, 10:30; Mj. Spring, 10:45, PROFESSOR BUCK.

2. Outlines of the Comparative Grammar of Greek and Latin (Sounds and Inflections).—This course, which is intended primarily for classical students, though also adapted to the needs of students of Germanic or Romance Philology, is meant to be eminently practical, emphasizing those relations which can be understood from a study of the Greek and Latin languages themselves, and the facts which are most helpful to an understanding of the historical development in each language. Mj. Autumn, 10:45, PROFESSOR BUCK.

3. Exercises in Greek and Latin Historical Grammar Based on the Study of Selected Inscriptions.—The time is equally divided between Greek and Latin, and either half may be taken separately as a minor. Mj. or M. Winter, 11:45, PROFESSOR BUCK.

4. Historical Latin Grammar.—Lectures and exercises upon the history of Latin sounds and inflections. Mj. PROFESSOR BUCK. [Not given in 1915-16.]

6. Italic Dialects.—Buck's *Grammar of Oscan and Umbrian* will be used. Mj. Spring, 9:15, PROFESSOR BUCK.

7. Greek Dialects, with Introduction to Greek Epigraphy.—Although devoted primarily to the reading of Greek dialect inscriptions, the course aims also to introduce the student to the use of Greek inscriptions in general as source material in the various fields of research, historical as well as linguistic. Buck's *Introduction to the Study of the Greek Dialects* will be used. M. Summer, First Term, 11:30, PROFESSOR BUCK.

10. Sanskrit (Elementary Course).—Whitney's *Sanskrit Grammar* and Lanman's *Sanskrit Reader* are used. Mj. Summer, 1:30, DR. CLARK; Autumn, 11:45, PROFESSOR BUCK.

11. Sanskrit.—Reading of classical texts from Lanman's *Reader* and exercises in Sanskrit composition. Mj. Winter, 1:30, DR. CLARK.

12. Introduction to Vedic Study.—Lanman's *Reader* and Hillebrandt's *Vedachresomathie* will be used. Mj. Spring, 1:30, DR. CLARK.

13. History of Sanskrit Literature.—The aim of this course is to give a brief survey of the literature of India—a literature of no small intrinsic value and one which offers much that is of interest to the occidental student. An effort will be made to gain some intelligent appreciation of the social and intellectual conditions under which this literature was produced, and to form some conception of its place in the literature and thought of the world. No knowledge of Sanskrit or Pali is necessary, but a large amount of reading in translations will be required. Mj. DR. CLARK. [Not given in 1915-16.]

14. The Religions of India.—The aim of this course is to give a brief outline of the religion and mythology of the Vedas and an account of the three great Hindu religions—Brahmanism, Buddhism, and Hinduism. A knowledge of these is absolutely essential to the student of Comparative Religion. A few introductory lectures will be given treating of the country and people, of the general characteristics of Hindu modes of thought, of Sanskrit literature, of political history, and of the growth of social institutions. Mj. Summer, 2:30, DR. CLARK.

15. Hindu Philosophy.—The course will trace the growth of philosophic thought in India from the Rig-Veda through the Upanishads to the six great philosophical systems. Especial attention will be paid to the Vedānta, the Sāṃkhya, and the Yoga systems. Mj. Winter, 9:15, DR. CLARK.

16. History of India.—This course will trace the political history of India and the parallel social development from the time of the Rig-Veda to the Battle of Plassey in 1757. The formation of the Mongol Empire in Central Asia will be traced in order to give a background for the treatment of the Mogul Period in India. Mj. Spring, 2:30, DR. CLARK.

17. Kālidāsa's "Çakuntalā," with an introduction to scenic Prakrit.—Mj. Winter, 2:30, DR. CLARK.

18. Kālidāsa's "Raghuvamça."—Mj. (or M. First Term), Summer, 9:00, DR. CLARK.

19. Pali.—For beginners. Andersen's *Pali Reader* will be used. Prerequisite: Sanskrit. Mj. Spring, 9:15, DR. CLARK.

20. Avestan (and Old Persian).—Introduction to Iranian philology. Jackson's *Avesta Grammar* and *Avesta Reader* will be used. After completing the selections in the *Reader*, either additional texts from the Avesta (Geldner's edition) or the Old Persian inscriptions will be taken up. Prerequisite: Sanskrit. Mj. Winter, 10:45, PROFESSOR BUCK.

21. Lithuanian and Old Bulgarian.—Introduction to Balto-Slavic Philology. Wiedemann's *Handbuch der litauischen Sprache* and Leskien's *Handbuch der albulgarischen Sprache* will be used. Mj. PROFESSOR BUCK. [Not given in 1915-16.]

25. Seminar.—Problems in Indo-European Phonology and Morphology. Written papers will be expected each week. Mj. Winter, F., 4:30-6:30, PROFESSOR BUCK.

26. Vedic Seminar.—Interpretation of selected hymns from the Rig-Veda. Mj. DR. CLARK. [Not given in 1915-16.]

Attention is called to the following courses:

IN THE DEPARTMENT OF LATIN

96, 97, 98. Seminar: The Comparative Syntax of Latin and Greek.—3Mjs. Autumn, Winter, and Spring, Th., 4:30-6:30, PROFESSOR HALE.

IN THE DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

103. Gothic.—Mj. Summer and Autumn, 1:30, PROFESSOR WOOD.

108. Lectures in German Philology.—Mj. Summer and Autumn, 2:30, PROFESSOR WOOD.

251. Seminar: Problems in Germanic Philology.—Mj. Winter, Wednesday, 3:30-5:30, PROFESSOR WOOD.

IN THE DEPARTMENT OF ENGLISH

21. Old English (Elementary).—Mj. Summer, 9:00, and Autumn, 9:15, ASSISTANT PROFESSOR KNOTT.

XI. THE DEPARTMENT OF THE GREEK LANGUAGE AND LITERATURE

OFFICERS OF INSTRUCTION

PAUL SHOREY, PH.D., LL.D., LITT.D., Professor and Head of the Department of the Greek Language and Literature.

FRANK BIGELOW TARBELL, PH.D., Professor of Classical Archaeology.

ROBERT JOHNSON BONNER, PH.D., Professor of Greek.

HENRY WASHINGTON PRESCOTT, PH.D., Professor of Classical Philology.

CLARENCE FASSETT CASTLE, PH.D., Associate Professor of Greek.

ROY BATCHELDER NELSON, A.B., Assistant in Greek.

RICHARD T. ATWATER, A.B., Assistant in Greek.

GEORGE MILLER CALHOUN, PH.D., Instructor in Greek, University of Texas (Summer, 1915).

ALBERT AUGUSTUS TREVER, PH.D., Professor of Greek, Lawrence College (Summer, 1915).

FELLOWS, 1915-16

HARTLEY GRANT ROBERTSON, A.B.

FRED SMITH, A.B.

ELIZA GREGORY WILKINS, A.M.

INTRODUCTORY

Ability to read Greek with accuracy and ease and intelligent enjoyment of the masterpieces of Greek literature are the indispensable prerequisites of all higher Greek scholarship. All other interests that may attach to the study are

subordinate to these, and their pursuit is positively harmful if it prematurely distracts the student's attention from his main purpose.

In the work of the Junior Colleges the Department will keep this principle steadily in view, and will endeavor to teach a practical knowledge of Greek vocabulary and idiom, and to impart literary and historic culture by means of rapid *viva voce* translation and interpretation of the simpler masterpieces of the literature. The authors especially studied will be Homer, Xenophon's *Memorabilia* and *Hellenica*, with two or three of the minor Platonic dialogues, a few of the easier Greek orations, selections from Herodotus and Thucydides, and several Greek plays. In the Senior Colleges the chief stress will still be laid on reading and exegesis, but the range of authors presented to the student's choice will be enlarged to include Pindar and Bacchylides, further study of the drama, Theocritus and the Greek lyric poets, the Attic orators, Thucydides, Aristotle, and Plato. Special courses will also be given in archaeology, epigraphy, private and public antiquities, and literary history.

SEQUENCES

The Department of Greek offers a sequence of three courses in the Junior College which serves as an introduction to Greek Epic, Dramatic and Philosophic Literature. In the Senior College a number of more advanced courses in the same fields are offered as well as courses in the orators and historians. From these courses students in both Junior and Senior Colleges may select sequences to suit their individual tastes and preparation with the advice of the Head of the Department.¹

The ultimate aim of the graduate work is to train finished scholars, teachers, and investigators. Great pains will be taken, however, to avoid the too common error of hurrying into investigation students who lack the indispensable preliminary knowledge of the Greek language and literature. The Department will make a distinct effort to provide for the needs of students of this type. The opportunities of the Senior Colleges will be open to them, and suitable graduate courses are provided for them; they will also be admitted to the seminar as listeners and, to the extent of their ability, as active participants, on condition that they at the same time pursue special auxiliary courses of reading organized for them in connection with the seminar.

Candidates for the Doctor's degree in Greek (and where Greek is the major subject Latin must be offered as the minor) will be expected to show, in addition to an intimate knowledge of the principles of the two languages and facility in using them, a familiarity with Greek and Roman history, the history of Greek and Latin literature, and a special knowledge of a chosen author or authors in each language. When Greek is taken as the major subject, special stress will be laid on range and accuracy of reading, and on the quality of the dissertation.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

Four elementary courses are offered for two classes of students: (a) those who enter college without receiving full credit for the preparatory work in Greek, and

¹ Candidates for the A.B. degree are not obliged to pursue sequences in addition to the required 11 majors of Latin and 9 majors of Greek (inclusive of high-school work) but their attention is called to this announcement of the Classical Department.

(b) those who desire to begin Greek in the college and proceed to the A.B. degree. The latter class of students will ordinarily satisfy the requirements in Greek for the A.B. degree by courses 1, 2, 3, 4, 5, 6, 7, but course 4 may be omitted by those who read at least 12 books of the *Odyssey* in connection with course 6. In this way the full requirements may be satisfied by six courses.

1. **Elementary Greek.**—This course is adapted to two classes of students: (a) those who have never studied Greek, (b) those who desire to review rapidly the elements of Greek. Mj. Summer, 8:00, MR. BILLINGS; Autumn, 10:45, PROFESSOR BONNER.

2. **Xenophon: "Anabasis."**—Those only will be admitted to this course who have completed course 1, or the equivalent of one year's work in Elementary Greek in the preparatory school. Mj. Summer, 9:00, MR. BILLINGS; Winter, 10:45, PROFESSOR BONNER.

1 and 2 will be given in two sections if the registration does not fall below twenty-eight.

3. **Xenophon: "Anabasis" (continued).**—The later books of the *Anabasis* or selections from other historical works of Xenophon will be read. Mj. Spring, 10:45, MR. NELSON.

4. **Homer: "Iliad" (Elementary Course).**—For students who enter with only two units of Greek. This course will not be counted as one of the 3 required majors. Mj. Summer, 10:30, DR. TREVER; Winter, 10:45, MR. NELSON.

This course or the examination in this course is required of all students in the College of Arts who did not receive full credit for Homer on admission.

5. **Plato: "Apology" and "Crito"; Xenophon: "Memorabilia"; Exercises in the Writing of Greek.**—This course must be taken first by all students who enter with the full three units of Greek. Mj. Summer, 8:00, DR. CALHOUN; Autumn, 10:45; Winter, 8:15; Spring, 11:45, MR. NELSON.

Required of all students in the College of Arts.

6. **Homer: "Odyssey."**—Nine to twelve books. Prerequisite: course 5. Mj. Summer, 11:30, DR. TREVER; Autumn, 10:45, PROFESSOR PRESCOTT; Winter, 11:45, MR. NELSON; Spring, 10:45, PROFESSOR BONNER.

Required of all students in the College of Arts.

7. **Introduction to Greek Tragedy.**—The tragedies generally selected for study are the *Alceis* of Euripides and the *Antigone* of Sophocles. Prerequisite: courses 5 and 6. Mj. Summer, First Term, 9:00, ASSOCIATE PROFESSOR CASTLE; Second Term, 9:00, DR. CALHOUN; Autumn, 9:15, ASSOCIATE PROFESSOR CASTLE; Winter, 9:15, PROFESSOR BONNER; Spring, 9:15, ASSOCIATE PROFESSOR CASTLE.

Required of all students in the College of Arts.

II. SENIOR COLLEGE AND GRADUATE COURSES

NOTE.—For sequences in Greek see p. 212.

15. **Xenophon: "Hellenica."**—Selections dealing with the principal events and movements in the period covered by the work will be read in class. Particular attention will be directed to the history of Thebes. Mj. Spring, 9:15, PROFESSOR BONNER.

16. **Greek Composition.**—The exercises consist of easy narrative passages and are intended mainly to give some training in syntax, word-order, and the use of particles. Mj. PROFESSOR BONNER. [Not given in 1915-16.]

17. **Lysias.**—Selected speeches of inherent historical value, together with others which exhibit the author's genius and versatility, will be read. Mj. ASSOCIATE PROFESSOR CASTLE. [Not given in 1915-16.]

18. **Thucydides and Aristophanes.**—Selections from the earlier books of Thucydides, and from the comedies of Aristophanes that are most important as historical sources will be read and discussed in class. Oxford texts will be used. Mj. PROFESSOR BONNER. [Not given in 1915-16.]

19. Research Course in Greek History.—The history of a special period will be studied from the sources, attention being directed chiefly to the course of Athenian politics. Considerable portions of the principal sources will be read and discussed in class. Special topics for papers and reports will be assigned from time to time. Mj. PROFESSOR BONNER. [Not given in 1915-16.]

20. Aristotle: "Constitution of Athens."—The whole work will be read and discussed in class. Reports on assigned topics involving collateral readings in the other sources will be expected of members of the class. Mj. PROFESSOR BONNER. [Not given in 1915-16.]

21. Attic Orators.—Selected speeches of Antiphon, Lysias, and Isocrates will be read and interpreted in class. Mj. Autumn, 9:15, PROFESSOR BONNER.

22. Isaeus and the Private Orations of Demosthenes.—A number of orations will be read and interpreted in class. The selections will be made with a view to illustrating the administration of justice, and the social and business life of the period. Topics for papers and reports will be assigned from time to time. Mj. PROFESSOR BONNER. [Not given in 1915-16.]

22A. The Private Orations of Demosthenes.—The translation and interpretation of speeches which are important for the administration of justice will be supplemented by lectures, reports, and the study of related sources. M. Summer, First Term, 9:00, DR. CALHOUN.

23. Demosthenes.—Selections from the public orations. Mj. Spring, 9:15, PROFESSOR BONNER. [Not given in 1915-16.]

24. Hellenistic Epigram.—The interrelation of Elegy, Epitaph, and Epigram; intensive study of the Hellenistic Epigram; rapid survey of the later Epigram, with selected readings and general account of the development of the type. Mj. Spring, 10:45, PROFESSOR PRESCOTT.

25. The Hellenistic Epic.—The *Argonautica* of Apollonius of Rhodes; intensive study of selected portions; rapid reading of entire poem. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

26. Greek Comedy.—The *Frogs* and *Birds* of Aristophanes, and rapid reading of one other play, with an account of the form and content of the Old Comedy. Mj. Winter, 10:45, PROFESSOR PRESCOTT.

27. Pindar and Bacchylides.—Mj. PROFESSOR SHOREY. [Not given in 1915-16.]

28. Aeschylus.—Mj. PROFESSOR SHOREY. [Not given in 1915-16.]

29. Plato: "The Republic."—Mj. PROFESSOR SHOREY. [Not given in 1915-16.]

30. Lyric Poets and Theocritus.—The early elegiac and melic poets and Theocritus will be read and interpreted. Mj. Spring, 8:15, ASSOCIATE PROFESSOR CASTLE.

31. Hellenistic Poetry.—Interpretation of selections from Apollonius, Theocritus, Callimachus, Menander, and other representative poets, with lectures on the significant qualities of Hellenistic poetry and its relation to Latin poetry. Mj. Summer, 10:30, PROFESSOR PRESCOTT.

32. Hesiod, and Homeric Hymns.—Reading and interpretation as related to Mycenaean civilization, to Homeric poems, life, and thought, and to other early literature and pastoral life. Mj. ASSOCIATE PROFESSOR CASTLE. [Not given in 1915-16.]

33. Sophocles.—Mj. PROFESSOR SHOREY. [Not given in 1915-16.]

34. Euripides.—Translation of selected plays. By readings and informal lectures a comprehensive view of all the poet's extant plays will be presented. Open to Senior College and graduate students. Mj. ASSOCIATE PROFESSOR CASTLE. [Not given in 1915-16.]

35. The History of Greek Comedy.—Detailed study of the *Knights* of Aristophanes; rapid reading of representative fragments of the Middle and the

New Comedy; lectures on the development of comedy in Greece. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

36. Plato.—Advanced course. Mj. PROFESSOR SHOREY. [Not given in 1915-16.]

37. Homer.—Rapid reading and literary study of the *Iliad*. Mj. PROFESSOR SHOREY. [Not given in 1915-16.]

38. Homer and the Homeric Age.—Readings from the *Iliad* and *Odyssey* designed to present a comprehensive view of the life and literature of the age. Mj. Autumn, 8:15, ASSOCIATE PROFESSOR CASTLE.

39. Herodotus.—The author will be studied, not only as a literary artist, but also as a source of information concerning the civilization, culture, and ideas of the age to which he belonged, and further as a basis for the study of the methods of historical writers. Oxford texts will be used. M. Summer, First Term, 8:00, ASSOCIATE PROFESSOR CASTLE.

40. Lyric Poetry.—Interpretation of the lyric poets (exclusive of Pindar), especially Alcaeus, Sappho, Anacreon, Bacchylides, with an account of the beginnings and the development of the various forms of song-poetry, and its relation to the social and political environment. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

44. The Hellenistic Mime.—The "rural" mimes of Theocritus, with comparative study of Bion and Moschus; the "city" mimes of Theocritus, with comparative study of Herondas and the fragments of later mimes; the minor poems of Theocritus, Bion, and Moschus. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

47. Greek Inscriptions.—Reading of numerous documents in Michel's *Recueil d'inscriptions grecques* which illustrate the public and private life of the Greeks. Mj. Winter, 9:15, PROFESSOR TARBELL.

47A. Greek Historical Inscriptions.—The more important documents contained in Hicks and Hill's *Greek Historical Inscriptions* will be read with constant references to the literary sources. Mj. PROFESSOR BONNER. [Not given in 1915-16.]

48. Pausanias.—Selections relating to Athens, Olympia, and Delphi as they were in the second century of the Christian era. Mj. PROFESSOR TARBELL. [Not given in 1915-16.]

50. Introduction to the Study of Aristotle.—The class will read about one hundred pages of selections from the *Ethics* and *Politics* in the original and the whole in translation. The lectures will be based mainly on the *Ethics*, *Politics*, *Rhetoric*, and *Poetics*, omitting the metaphysical and scientific works. Mj. Winter, 3:30, PROFESSOR SHOREY.

51. Introduction to Post-Aristotelian Philosophy.—Stoicism and Epicureanism in ancient literature and life. The doctrine will be first studied in the extant fragments and then its influence will be traced through Latin and later Greek literature. Mj. PROFESSOR SHOREY. [Not given in 1915-16.]

52. Virgil and Homer.—A study in comparative literature. Special reading will be assigned to students who desire graduate credit in Greek. M. Summer, Second Term, 1:30, PROFESSOR SHOREY.

53. Shakespeare and the Classics.—Prerequisite: *Small Latin and Less Greek*. A complete text of Shakespeare will be required. Special reading will be assigned to students who desire graduate credit in Greek. M. Summer, Second Term, 2:30, PROFESSOR SHOREY.

54. Literary Criticism of the Ancients.—Aristotle, *Poetics*; Longinus, *On the Sublime*; Horace, *Ars Poetica*. Mj. Autumn, 3:30, PROFESSOR SHOREY.

56. Research Course.—Subject and hour to be determined by the needs of advanced students in residence. Mj. Spring, 3:30, PROFESSOR SHOREY.

57, 58, 59. Seminar: Greek Tragedy.—3Mjs. Autumn, Winter, and Spring, W., 4:30-6:30, PROFESSOR SHOREY.

NOTE.—A second optional meeting will be held on Monday (4:30-6:30) in the Autumn and Winter Quarters for rapid reading.

63, 64, 65. Seminar: Plato.—3Mjs. PROFESSOR SHOREY. [Not given in 1915-16.]

66, 67, 68. Seminar: Homer.—3Mjs. PROFESSOR SHOREY. [Not given in 1915-16.]

Attention is called to the following courses:

IN THE DEPARTMENT OF LATIN

96, 97, 98. Seminar: Comparative Syntax of Latin and Greek.—3Mjs. Autumn, Winter, and Spring, Th., 4:30-6:30, PROFESSOR HALE.

IN THE DEPARTMENT OF SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY

1. General Introduction to the Study of Language.—M. Summer, First Term, 10:30; Mj. Spring, 10:45, PROFESSOR BUCK.

2. Outlines of the Comparative Grammar of Greek and Latin (Sounds and Inflections).—Mj. Autumn, 10:45, PROFESSOR BUCK.

3. Exercises in Greek and Latin Historical Grammar Based on the Study of Selected Inscriptions.—Mj. Winter, 11:45, PROFESSOR BUCK.

7. Greek Dialects.—M. Summer, First Term, 11:30, PROFESSOR BUCK.

IN THE DEPARTMENT OF THE HISTORY OF ART

2. Greek Art.—Mj. Autumn, 8:15, PROFESSOR TARBELL.

4A. Olympia and Delphi.—M. Summer, Second Term, 9:00, PROFESSOR TARBELL.

9. Greek and Roman Coins.—Mj. Autumn, 9:15, PROFESSOR TARBELL.

10. Greek Architecture.—M. Summer, First Term, 8:00, PROFESSOR TARBELL.

12. Prehistoric Art in Greece.—M. Summer, First Term, 9:00, PROFESSOR TARBELL.

IN THE DEPARTMENT OF HISTORY

A12. The History of Greece.—Mj. Winter, 9:15, ASSISTANT PROFESSOR HUTH.

A13. The History of the Mediterranean World.—From Alexander to Augustus. Mj. Summer, 9:00, ASSISTANT PROFESSOR HUTH.

XII. THE DEPARTMENT OF THE LATIN LANGUAGE AND LITERATURE

OFFICERS OF INSTRUCTION

WILLIAM GARDNER HALE, A.B., LL.D., Professor and Head of the Department of the Latin Language and Literature.

CHARLES CHANDLER, A.M., Professor Emeritus of Latin.

FRANK JUSTUS MILLER, Ph.D., LL.D., Professor of Latin.

ELMER TRUESDELL MERRILL, M.A., LL.D., Professor of Latin.

GORDON JENNINGS LAING, Ph.D., Professor of Latin.

HENRY WASHINGTON PRESCOTT, PH.D., Professor of Classical Philology.
CHARLES HENRY BEESON, PH.D., Associate Professor of Latin.

BERTHOLD LOUIS ULLMAN, PH.D., Professor of Latin, University of Pittsburgh
(Summer, 1915).

KEITH PRESTON, PH.D., Instructor in Latin, Northwestern University (Summer,
1915).

FELLOWS, 1915-16

HAROLD BENNETT, A.B.

JOSEPH S. MAGNUSON, A.B.

DORRANCE S. WHITE, A.M.

INTRODUCTORY

The aims of the Department of Latin are as follows:

1. To develop the power of rapid and intelligent reading, in the Roman order, and without translating.

In connection with this aim, but also for its independent value as a means of educating the higher literary taste, provision is made for practice in the writing of Latin: first, in connection with the work of the Junior Colleges, and later, in Senior College courses.

2. To offer a wide range of reading in the important authors.

3. To provide for the systematic study of the life of the people in its various aspects—political, legal, social, religious, etc.—through special courses in Roman History, Roman Politics, Roman Private Life, Roman Religion, Roman Philosophy, and Roman Oratory. In addition, courses in Greek and Roman Art have been provided by the Department of the History of Art, and a course in Roman Law by the Department of Political Science.

4. To offer to students whose tastes lead in the direction of the historical side of the literature opportunities for the study of selected portions of Roman History from the sources.

5. To provide a systematic treatment of Latin syntax, with some study of methods of proof, either as equipment for teaching in universities or schools, or as introductory to special research courses. This treatment is provided for in course 45 (see under section 7 below).

6. To offer advanced courses—conducted partly by lectures, partly by practical exercises, and partly by work in the seminars—in the interpretation of Latin literature, and in the study of the historical development of literary types; in the study of the earliest existing remains of the language; in the interpretation of inscriptions; in the reading of facsimiles of manuscripts, and the treatment of problems of textual criticism; in the critical study of selected portions of some author; and in the comparative study of Greek and Latin syntax and the investigation of unsettled problems in this field. Provision is also made by the Department of Comparative Philology for courses in the Italic dialects, and in Latin grammar on the side of sounds and inflections.

7. To offer special opportunities for training to students who take up the teaching of Latin as a profession. These opportunities are increased by the resources presented by the School of Education.

Three kinds of courses are arranged: (1) Courses in the study of the teaching of particular years, or parts of years, of the high-school course, with participation in this teaching, under the eyes of the instructor. (2) More summarized courses in the individual authors taught in the high school. The work will be supplemented by visits to the corresponding classes in the School of Education (see course 46). (3) More general courses, one in matters necessarily underlying all teaching of Latin, such as pronunciation, syntax, word-order, and the application of the knowledge of these subjects in acquiring power to read (see course 45), the other, a broader course dealing with matters with which all teachers should have some degree of familiarity (see course 47).

SEQUENCES FOR A.B. STUDENTS

The Bachelor's degree is conferred when the student has completed 36 majors, and obtained at least 72 grade-points. These 36 majors shall include one principal sequence and one secondary sequence.

Students in the Department of Latin will find a sequence of three courses provided in the Junior College, which are required for the A.B. degree, led up to by a sequence of four years in the schools. Upon the completion of these courses, they are advised, though not necessarily required, to take one of the courses numbered from 7 to 10. This preparation should be sufficient to equip them for further reading in the literature, and for the specialized courses in Roman history, politics, private life, religion and philosophy, and in Latin paleography, Latin syntax, Latin writing, and special preparation for the work of teaching. It is recommended that the sequences or groups in this higher work be chosen in consultation with officers of the Department, under consideration of the individual student's previous preparation, general aims, and special tastes.¹

SEQUENCES FOR OTHER THAN A.B. STUDENTS

Principal Sequences

- I. Latin: courses 4, 5, 6, 7 or 10, 8 or 11, 9 or 12, followed by any three in the list headed "Senior College and Graduate Courses."
- II. Latin and Greek: Latin 4, 5, 6, 50, and two courses selected from 7-14, with three Greek college courses.
- III. Latin and Classical Archaeology: Latin, 4, 5, 6, 50, and two courses selected from 7-14; with History of Art 2, 5, and one other course chosen from 3-12.
- IV. Latin and Sanskrit: Latin 4, 5, 6, 45, and two courses chosen from 7-12, followed by Sanskrit 10, 11, 12.
- V. Latin and Comparative Philology: Latin 4, 5, 6, 45, and two courses chosen from 7-12; followed by three courses chosen from Comparative Philology 1-7, or from Comparative Philology 10, 11, German 103, 109, English 21; or by three courses chosen from German 81, 82, 91, 103-109; or by three courses chosen from English 21, 22, 23, 28, 33, 37; or by three courses chosen from French 101, 7, 41, 46, 47, 48, 83, 62.

¹ Candidates for the A.B. degree are not obliged to pursue sequences in addition to the required 11 majors of Latin and 9 majors of Greek (inclusive of high-school work), but their attention is called to this announcement of the Classical Department.

- VI. Latin and Romance: Latin 4, 5, 6, 45, and two courses selected from 7-12, followed by any three courses which the student is prepared to take in the sequence for French, or by three Italian or three Spanish courses in succession.
- VII. Latin and Romance, Teachers' Sequence: Latin 4, 5, 6, 45, and two courses selected from 7-12, followed by French 7 or 8; 44 or 101 or 41 or 46; 18 or 21 or 19.
- VIII. Latin and German: Latin secondary sequence, followed by the first three in any sequence for German which the student is prepared to take.
- IX. Latin and German, Teachers' Sequence: Latin 4, 5, 6, 45, and two courses chosen from 7-12; with German 97 or 98 and two other courses chosen from 81-101.
- X. Latin and English: Latin secondary sequence, with three courses chosen from English 21, 22, 23, 28, 69, 70, 84.
- XI. Latin and History: Latin secondary sequence, with three courses chosen from History 5, 6, 6A, 6B, 7.

Secondary Sequences

Latin 4, 5, 6, 7 or 10, 8 or 11, 9 or 12.

Most students who are beginning graduate work will find it advisable to take further reading courses before electing courses of a more technical character. The work of the seminars can be done with most profit by those who have already spent a year or more in graduate study at the University.

All graduate courses and the Senior College courses numbered above 14 are accepted as work leading to a higher degree.

The following departmental regulations supplement the general regulations in cases of candidacy for the Master's degree in Latin.

A student looking forward to candidacy for the Master's degree in Latin may consult in the first instance any instructor in the Department. It is advisable that this consultation be held in the first quarter of graduate residence. The instructor will refer the case to the committee of the Department on the Master's degree.

If the intention of candidacy is approved by this committee, the Head of the Department will assign to the student an Official Adviser, under whose general charge and direction will fall the guidance of the student in the choice of courses taken for the degree (under the general regulations of the University and the supplementary regulations of the Department) and the preparation of the required dissertation. Such choice of courses and selection of a dissertation subject must also be finally approved by the Head of the Department, before the applicant be admitted to candidacy.

The dissertation in completed form must be examined and passed upon by the candidate's Official Adviser and by one other instructor in the Department, to be designated for the purpose in each case by the Head of the Department.

Candidates for the Master's degree are required to pass the regular class examinations in the eight major courses presented for the degree at the conclusion of the respective courses, and to maintain in each course a standing no lower than grade C (according to the standard set for undergraduates), and to maintain in the entire group of eight courses an average standing no lower than grade B.

Candidates for the Master's degree are also required to pass a satisfactory final examination at least one week before the Convocation at which the degree is conferred. This examination is partly written and partly oral. The written examination will precede the oral, and will test the ability of the candidate to translate Latin prose and poetry into English, and English prose into Latin. The oral examination will test the candidate's specific knowledge of the immediate field of his dissertation, and his acquaintance with two of the eight major courses presented by him for the degree. The designation of these two courses will be made, and the candidate informed thereof, by the aforesaid committee in consultation with the candidate's Official Adviser two months before the examination is to be held.

Candidates for the degree of Ph.D. in Latin and Greek (when Latin is the principal subject, Greek must be offered as a secondary subject) will be expected to show, besides an intimate knowledge of the principles of the two languages and facility in using them, a familiarity with Greek and Roman history and the history of Greek and Latin literature, and a special knowledge of a chosen author or authors in each language.

For candidates for higher degrees who desire to do a part of their work in Sanskrit and Indo-European Comparative Philology, or in the Romance languages, arrangements may be made, upon consultation with the Head of the Latin department, whereby a certain moderate amount of work in these subjects will be accepted in place of a corresponding amount in Latin. In special cases certain linguistic courses in English or Germanics may be similarly accepted.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

1A. Cicero: "Orations."—Mj. Autumn, 10:45, MR. MAGNUSON.

1B. Cicero: "Orations"¹ (continued).—Mj. Winter, 10:45, PROFESSOR MILLER.

2A. Virgil: "Aeneid."—Prerequisite: course 1. Mj. Spring, 10:45, PROFESSOR MILLER.

2B. Virgil: "Aeneid"¹ (continued).—Mj. Autumn, 11:45, MR. MAGNUSON.

Courses 1A, 1B, 2A, and 2B are open to candidates who have entered with preparation in Latin 1 and 2 only. For each author course A must be taken before course B.

4. Cicero: "De senectute"; Terence: "Phormio."—Translation at sight and at hearing; the writing of Latin. The object of this course, and of the course next following, is to give the student power to read continuous pages of Latin of moderate difficulty with comparative ease and speed. Mj. Summer, 8:00, DR. PRESTON; Autumn, 8:15, ASSOCIATE PROFESSOR BEESON, and 11:45, PROFESSOR LAING; Winter, 11:45, PROFESSOR LAING.

5. Livy, Books XXI and XXII, and Selections from Books I and II.—Translation at sight and at hearing; the writing of Latin. Prerequisite: course 4. Mj. Summer, 10:30, DR. PRESTON; Winter, 8:15, ASSOCIATE PROFESSOR BEESON; Spring, 11:45, PROFESSOR LAING.

6. Horace: "Odes"; Mackall's "Latin Literature."—By the time this course is reached it is hoped that the student will have gained such a mastery of syntax and vocabulary that his attention may be given almost wholly to the literary study of the author read. Prerequisite: courses 4 and 5. Mj. Autumn, 8:15, PROFESSOR MILLER; Spring, 8:15, ASSOCIATE PROFESSOR BEESON.

Courses 4, 5, and 6 are required of all candidates for the degree of A.B.

¹Limited credit course. See p. 112.

II. JUNIOR AND SENIOR COLLEGE COURSES

NOTE.—Prerequisite for any of the courses under this head: courses 4, 5, and 6. Courses 7-14 are not open to graduate students for credit toward a higher degree.

NOTE.—For sequences in Latin see p. 218.

7. Tibullus, and Ovid, "Fasti."—A considerable portion of Tibullus will be read and his style studied. Selections from Ovid's *Fasti* will also be read, with study of the styles and purpose of these poems. Mj. PROFESSOR MILLER. [Not given in 1915-16.]

8. Rapid Reading Course: Sallust: "Catiline," Phaedrus, and Aulus Gellius.—The course is intended especially to cultivate the power of reading, and so to afford preparation for more advanced literary and linguistic courses. Mj. ASSOCIATE PROFESSOR BEESON. [Not given in 1915-16.]

9. Horace: "Epistles."—Such selections will also be read from the *Odes*, the *Satires*, and the *Ars poetica* as will best supplement the *Epistles* in presenting Horace's character and views of life. Mj. PROFESSOR HALE. [Not given in 1915-16.]

10. Ovid: Selections from the "Epistulae," "Amores," "Fasti," "Metamorphoses," and "Tristia."—The object of the course is to make a general study of the life and works of Ovid, and of his place in Roman literature. Mj. Autumn, 9:15, PROFESSOR MILLER.

11. Tacitus: the "Dialogus," "Agricola," and "Germania."—In connection with the study of these works the more general problems of the relation between content and literary form will be studied. Considerable attention will be paid to reading Latin aloud. Mj. Summer, 9:00, DR. PRESTON; Winter, 9:15, PROFESSOR LAING.

12. Terence.—Detailed study of the *Phormio* and *Adelphoe*, rapid reading of the other plays in and out of class. The characteristics of early Latin—forms, syntax, versification; the relation of Terence to his Greek originals; the development of the form and content of ancient comedy. Mj. Spring, 9:15, PROFESSOR PRESCOTT.

13. Teachers' Training Course in First-Year Latin.—The course includes a review of the subject-matter of the first year's work in Latin, as given in Hale's *First Latin Book*; a study of special topics in phonology, inflexion, and syntax; and a discussion of methods of teaching the subject to young students. Mj. MR. CARR. [Not given in 1915-16.]

14. Teachers' Training Course in Caesar.—The course includes a careful study of Books i-iv of the *Galic War*, with especial attention to syntax, word-order, and prose composition based on the text; the readings of selections from Books v-vii; the study of special topics in the history and politics of the period; and a discussion of methods of presenting the subject to high-school students. Mj. (or M. either Term), Summer, 2:30, MR. CARR.

III. SENIOR COLLEGE AND GRADUATE COURSES

20. Plautus.—Detailed study of the *Mostellaria* and the *Captivi*. Rapid reading in and out of class of the *Aulularia* and the *Rudens*. The characteristics of early Latin—forms, syntax, and versification; the relation of Plautus to his Greek originals; the development of the form and content of ancient comedy. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

21. Lucretius.—Books i, iii, and v of the *De rerum natura* will be read, with special reference to style and content. Mj. PROFESSOR LAING. [Not given in 1915-16.]

22. Catullus.—In the reading of the poems, attention will be directed upon Catullus' treatment of lyric, heroic, and elegiac measures, the influence exerted upon him by the Alexandrine poets, the characteristics of his genius, and his importance in reflecting the temper of the closing years of the Republic. Mj. Winter, 2:30, PROFESSOR MERRILL.

23. Caesar: "Civil War."—A study in politics and personality. The course is designed both for its intrinsic value, and as supplementing the study of Caesar in the schools. Mj. PROFESSOR MERRILL. [Not given in 1915-16.]

24. Cicero: "Letters."—A general selection from Cicero's extant correspondence will be read, mainly in chronological order. The intention will be to illustrate the political character and history of the times, and also to furnish some material for a judgment of Cicero's own ethical and political principles and conduct, and for a view of his manner of life. Mj. Autumn, 2:30, PROFESSOR MERRILL.

25. Cicero: "Tusculan Disputations."—Book I will be read, together with selections from other philosophical works of Cicero, and from his *Letters*; also from Lucretius, Virgil, Horace, Seneca, and other authors. The central purpose will be the study of Roman thought concerning the state of the soul after death. Mj. Winter, 8:15, PROFESSOR MILLER.

27. Virgil: "Eclogues," and Later Pastoral Poetry.—Introductory study of Theocritus (in translation or in the original); detailed study of the *Eclogues* of Virgil; rapid reading of selections from the pastoral poetry of the Early Empire; lectures on the development of the pastoral down to the Renaissance. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

29. Virgil: "Aeneid," Books VII-XII.—This course presupposes a considerable familiarity with Virgil on the part of the student. It is, in the first place, a rapid reading-course, covering the ground mentioned in the title; in the second place, it will include a topical study of several great themes connected with the *Aeneid*. Mj. Spring, 11:45, PROFESSOR MILLER.

30. Horace: "Satires," and Persius.—Attention will be especially directed to the construction of these poems, and their place in the development of Roman literature. Mj. PROFESSOR MILLER. [Not given in 1915-16.]

31. Ovid: "Metamorphoses."—The narrative style of Ovid, and the composition of the *Metamorphoses*; the literary treatment of myth and legend in epic, lyric, and tragedy compared with the short narratives of Ovid; interpretation, and brief reports. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

33. Seneca: "Tragedies."—Three or four of the tragedies will be studied in detail, with especial reference to Seneca's style and dramatic art. The remaining tragedies will be read rapidly in translations, with a study of their philosophical content, and a comparison with the corresponding Greek dramas on the same themes. Mj. PROFESSOR MILLER. [Not given in 1915-16.]

34. Quintilian: "Institutes," Book X.—A somewhat detailed examination will be made of the sources, character, and soundness of method of the literary criticisms and practical instructions given in the cited portions of the *Institutes*, and a more rapid survey will be taken of other parts of the work. Mj. PROFESSOR HALE. [Not given in 1915-16.]

35. Martial.—Considerable portions of the author will be read and studied with reference to his literary art and to his portrayal of the state of Roman society under the Early Empire. M. Summer, Second Term, 8:00, PROFESSOR LAING.

36. Pliny the Younger: "Letters."—The two objects of this course will be: (1) to increase the student's power of reading Latin, through translation at sight as well as after preparation, and through the methodical study of syntax and order; and (2) to present a picture of life and manners at Rome under the Early Empire. Mj. Summer, 10:30, PROFESSOR ULLMAN; Spring, 10:45, PROFESSOR HALE.

37. Tacitus.—In this course selections from the *Annales* or *Historias* will be read, with especial regard to content and style. A study will be made of the political and social conditions of the times, and of the chief characteristics of the author's theory of historical composition. Mj. PROFESSOR MERRILL. [Not given in 1915-16.]

38. Juvenal.—The main object of the course will be as described under course 36 above; but, in addition, much attention will be paid to the accurate and intelligent rendering of the verse. M. Summer, First Term, 8:00, ASSOCIATE PROFESSOR BEESON.

40. Ovid: "Metamorphoses."—The reading will be accompanied by a study of the use of classical mythology by representative English poets. Mj. PROFESSOR MILLER. [Not given in 1915-16.]

41. Prose of the Early Empire.—Lectures on the history of the literature will be supplemented by a considerable amount of translation from the writings of the more important authors. Mj. Autumn, 9:15, ASSOCIATE PROFESSOR BEESON.

42. Church Latin.—The authors read will be Minucius Felix, Tertullian, and St. Augustine. Especial attention will be paid to the syntax and style of Church Latin and the influence of Greek and Classical Latin upon it. Mj. Winter, 9:15, ASSOCIATE PROFESSOR BEESON.

44. The Writing of Latin: Exercises in Latin Style.—The method employed will be the combination of writing with the study of a model. Original compositions in English and English translations from Latin authors will be given out for translation into Latin in the classroom or at home. Mj. Spring, 8:15, PROFESSOR LAING.

45. Teachers' Training Course.—Fundamental principles of Latin case, mood, and tense syntax, and of Latin order. Application of these principles in teaching. The nature of Latin versification. The course is designed as a preparation for independent study in syntax (see course 51), and also as a methodical preparation, on the syntactical side, for teaching in university or school. Mj. Autumn, 10:45, PROFESSOR HALE.

46. Teachers' Training Course in Virgil.—This course will cover the first six books of the *Aeneid*, from the point of view of the actual needs of the high-school teacher of Virgil: first in respect to the acquisition of material, and second in respect to presenting the material to a class. Mj. PROFESSOR MILLER. [Not given in 1915-16.]

47. General Course for Teachers.—A series of topics of a general nature will be discussed. The preservation and transmission of classical texts, and the formation of a critical apparatus will be illustrated from the text of Caesar's *Commentaries*. The historical and political setting of the *Commentaries* will be treated, together with the circumstances and purpose of their composition, and the recent investigations and other literature bearing upon Caesar's campaigns. Mj. ASSOCIATE PROFESSOR BEESON. [Not given in 1915-16.]

47A. General Course for Teachers.—The educational values and aims of the study of Latin. Ways of making the work interesting. Methods of translation. A survey of Latin meter. The various phases of classical study, with brief bibliography and a résumé of important advances in some of the fields. M. Summer, First Term, 1:30, PROFESSOR ULLMAN.

47B. The Teaching of Cicero.—Ciceronian word-order and rhetoric. Historical and political setting of Cicero's orations against Catiline. Recent advances in the study of Cicero. M. Summer, Second Term, 1:30, PROFESSOR ULLMAN.

48. Caesar's *Commentaries* on the Gallic War.—The historical and political setting of the *Commentaries* will be treated, together with the circumstances and purposes of their composition. Recent literature upon the subject will be considered. Mj. ASSOCIATE PROFESSOR BEESON. [Not given in 1915-16.]

49. Roman Public Life.—The course will deal topically with the magistracies, the Senate, the popular assemblies, and the courts. It will be conducted by lectures and reports. Mj. Spring, 2:30, PROFESSOR MERRILL.

50. Roman Private Life.—A systematic treatment with illustrations (by lantern views, photographs, etc.) from the remains of ancient art and, in particular, from the remains discovered in Pompeii, Herculaneum, and Rome. Mj. PROFESSOR LAING. [Not given in 1915-16.]

51. Advanced Latin Syntax.—The aims of the course will be to develop the power of independent judgment in matters of syntactical expression, which underlie reading and teaching of all grades, and to reach definite solutions of problems taken up. Prerequisite: course 45 or course 96. Mj. Winter, 10:45, PROFESSOR HALE.

IV. GRADUATE COURSES

NOTE.—Advanced Senior College students may be admitted, by special permission of the instructor, to the courses numbered 60-67.

60. **The Latin Epic in the Silver Age.**—Selections from the epic poems of Lucan, Valerius Flaccus, Statius, and Silius, with lectures on the characteristics of the Post-Virgilian Epic. Comparative study of the *Aeneid* and Greek epics. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

61. **The Latin Novel: Apuleius.**—The sources and the development of the Latin novel; translations and reports. Mj. Autumn, 11:45, PROFESSOR PRESCOTT.

62. **Introduction to Latin Paleography.**—A brief sketch of the history of the science will be accompanied by the study of facsimiles, for the acquisition of facility in reading and dating Latin manuscripts. The importance of the science for the understanding of a critical text and for weighing the evidence of the manuscripts will be illustrated by reconstructing from facsimiles portions of Latin texts, and providing them with the necessary critical apparatus. M. Summer, First Term, 9:00; Mj. Spring, 11:45, ASSOCIATE PROFESSOR BEESON.

63. **The Technique of the Latin Epic.**—Lectures on the characteristics and the development of the artistic epic in Latin literature, with especial reference to Virgil's *Aeneid*. Parallel readings in the *Aeneid* (in Latin) and in the Homeric, Hellenistic, and Later Latin epics (in translation). Short reports. Mj. Summer, 11:30, PROFESSOR PRESCOTT.

64. **Early Roman History.**—The social, political, and topographical development of Rome from its foundation to the extension of its power beyond Latium. Lectures, with collateral reading. Mj. PROFESSOR MERRILL. [Not given in 1915-16.]

65. **The Early Years of the Reign of Nero.**—Reading, and comparative study of Nero's character and reign, as set forth by Tacitus (*Annals*, xiii-xvi), Suetonius (*Vita Neronis*), and Dio Cassius (lxi-lxiii), with the use of accessory material from other authors, and from contemporary inscriptions. The Greek authors may be used in translation. Mj. PROFESSOR MERRILL. [Not given in 1915-16.]

66. **Petronius, and Colloquial Latin.**—The object of the course will be to study the characteristics of colloquial Latin in the fields of lexicography, pronunciation, syntax, and style, to determine relation of colloquial to literary Latin, and to trace its connection with archaic Latin on the one hand, and with the Romance languages on the other. Mj. ASSOCIATE PROFESSOR BEESON. [Not given in 1915-16.]

67. **Roman Sepulchral Poetry.**—The collection made in Bücheler's *Carmina Latina epigraphica* will be used as material for a study, as in course 25, of Roman thought concerning the state of the soul after death. Mj. PROFESSOR MILLER. [Not given in 1915-16.]

70. **Roman Comedy.**—Lectures on the historical development of comedy in Greece and Italy; the form and content of Roman comedy; its relation to Greek models. The elements of time and place, plot-structure, character treatment, psychology; dramatic antiquities; the comedies as documents of private and public life, and the criteria for discriminating Greek and Roman elements. Students will read representative portions of Plautus and Terence and the fragments of Latin comedy as a basis for reports on topics allied to the lectures. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

71. **Introduction to the Critical Study of Plautus.**—Lectures on the MSS, theories of text tradition, and other factors essential to a constitution of the text such as meter and prosody; the bearing of retraction and contamination on the text; linguistic usage and style. Students will read considerable portions of the plays and work out problems of limited scope. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

72, 73. Research Course in Catullus.—Latin paleography of the fourteenth and fifteenth centuries, with especial reference to the text of Catullus. 2Mjs. PROFESSOR HALE. [Not given in 1915-16.]

76. Research Course in Virgil's "Aeneid."—Investigation, with a view to bringing out the essential characteristics of the poet's art, and the influence of his environment, his personality, and the literary tradition upon the *Aeneid*. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

77. Latin Elegy: Propertius.—Reading and interpretation of selected elegies of Propertius, with special reference to the development of Latin elegy and its relation to Greek models. Mj. Winter, 11:45, PROFESSOR PRESCOTT.

79. A History of Latin Poetry Down to the Early Middle Ages.—A course of lectures, with collateral reading, on the development of the various types of poetry. Especial attention will be paid to social and political environments, and to the influence of Greek poetry upon Latin poetry. Mj. PROFESSOR PRESCOTT. [Not given in 1915-16.]

80. The History of Latin Literature in the Early Middle Ages.—The lectures will treat of the survival of classical literature and tradition during this period, and their influence on the development of the Christian Latin literature. Selections will be read from the more important writers, sacred and profane, with especial reference to linguistic peculiarities. Mj. ASSOCIATE PROFESSOR BEESON. [Not given in 1915-16.]

81. The History of Latin Philology in the Middle Ages.—The lectures will discuss the paleography of the various countries, the activities of the monasteries and other centers of learning, the use of Latin as a universal language, and the like. The learning and philological activity of the times will be illustrated in the case of a single author, Isidore of Seville. Mj. ASSOCIATE PROFESSOR BEESON. [Not given in 1915-16.]

82. Research Course in Roman History.—Practice in the investigation of selected political problems of the period of Augustus and Tiberius. Mj. PROFESSOR MERRILL. [Not given in 1915-16.]

83. Roman Religion.—This course is conducted by means of lectures and reports. The lectures in the first part of the course trace the historical development of Roman religion and deal with the primitive beliefs and rites of the early Romans, the introduction of gods and festivals from other parts of Italy, and the establishment of Greek and oriental cults. The latter part of the course will be devoted to a detailed study of some of the more important cults. M. Summer, Second Term, 9:00; Mj. Autumn, 8:15, PROFESSOR LAING.

84. Early Latin.—Allen's *Remnants* and Merry's *Fragments of Roman Poetry*. The object of the course is especially a knowledge of the state of the Latin language at the beginning of the literature. Mj. ASSOCIATE PROFESSOR BEESON. [Not given in 1915-16.]

85. Introduction to Latin Inscriptions.—The aim of the course will be to enable the student to read Roman inscriptions (whether in books or in foreign or American museums), and so to make available for him the large body of material for the study of the Latin language, and of public and private life in Rome and the provinces, collected in the *Corpus inscriptionum Latinarum*. Reproductions in photographs or squeezes will form a part of the material employed in the course. Mj. PROFESSOR LAING. [Not given in 1915-16.]

90, 91, 92. Seminar: "Letters" of the Younger Pliny.—The work of the seminar will include both text-criticism and interpretation. The extant manuscript authority for the text, in both published and unpublished material, will be critically examined, the proper groupings of the manuscripts into families will be determined, and the processes of inference by which the probable constitution of the archetype is to be restored will be analyzed and practiced. On the interpretative side, more minute attention will be devoted to problems of chronology, history, and administration than to those of diction, syntax, and style. 3Mjs. Autumn, Winter, and Spring, Tu., 4:30-6:30, PROFESSOR MERRILL.

93, 94, 95. Seminar: "Letters" of Cicero.—A brief period in the history of Rome during the decline of the Republic will be taken as a subject for investigation. The letters of Cicero during the period in question will furnish the primary text and will be examined in the light of, and supplemented by, all other available evidence. Textual criticism will be subordinated to historical, the principal aim thus being in contrast to that of the seminar in Pliny's *Letters*. 3Mjs. PROFESSOR MERRILL. [Not given in 1915-16.]

96, 97, 98. Seminar: Comparative Syntax of Latin and Greek.—The work will deal with the general question of methods of attack in syntactical investigation and the fundamental principles properly governing it, and with detailed problems. Homer and Plautus will be used for material. 3Mjs. Autumn, Winter, and Spring, Th., 4:30-6:30, PROFESSOR HALE.

Attention is called to the following courses:

IN THE DEPARTMENT OF SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY

1. General Introduction to the Study of Language.—M. Summer, First Term, 10:30; Mj. Spring, 10:45, PROFESSOR BUCK.
2. Outlines of the Comparative Grammar of Greek and Latin (Sounds and Inflections).—Mj. Autumn, 10:45, PROFESSOR BUCK.
3. Exercises in Greek and Latin Historical Grammar Based on the Study of Selected Inscriptions.—Mj. Winter, 11:45, PROFESSOR BUCK.
6. Italic Dialects.—Mj. Spring, 9:15, PROFESSOR BUCK.

IN THE DEPARTMENT OF THE HISTORY OF ART

5. Roman Art.—Mj. Winter, 8:15, PROFESSOR TARBELL.
- 5A. Roman Architecture.—M. Summer, Second Term, 8:00, PROFESSOR TARBELL.
9. Greek and Roman Coins.—Mj. Autumn, 9:15, PROFESSOR TARBELL.

IN THE DEPARTMENT OF HISTORY

- A13. History of the Mediterranean World.—From Alexander to Augustus. Mj. Summer, 9:00, ASSISTANT PROFESSOR HUTH.
- A14. The Roman Empire.—Mj. Autumn, 9:15, ASSISTANT PROFESSOR HUTH.
- A15. The End of the Roman Republic.—Mj. Summer, 8:00, ASSISTANT PROFESSOR HUTH.
- A16. Studies in the Economic History of Rome.—Mj. Autumn, 2:30, ASSISTANT PROFESSOR HUTH.

THE MODERN LANGUAGE GROUP

COMBINING THE DEPARTMENTS OF ROMANCE (XIII), GERMAN (XIV), ENGLISH (XV), AND GENERAL LITERATURE (XVI)

FACILITIES

The libraries of the departments of the Modern Language Group contain 45,595 volumes. The Germanic library has been greatly enriched by the acquisition of the collection of eighteenth-century books (9,000 volumes) formed by Professor Michael Bernays and presented to the University by Mr. Julius Rosenwald, while the English Department has purchased a considerable number of rare and interesting English books, principally of the seventeenth and eighteenth centuries, but including many first editions of works by Browning, Matthew Arnold, Swinburne, and others. The libraries receive regularly the principal periodicals devoted to research in the modern languages and literatures. Other

periodicals of scarcely less importance for students of this group are easily accessible in the libraries of the Classical, the Philosophical, and the Historical groups, while those of a more general nature are to be found in the General Library. Many rare and valuable books, not in any of the University libraries, are accessible in the Chicago Public Library and the Newberry Library, which contain about 300,000 volumes each.

MODERN LANGUAGES AND LITERATURES

Students of the modern languages have long recognized the necessity of a knowledge of languages related to that forming their special object of study; and students of literature are coming more and more to a recognition of the intimate interrelations of the literatures of western Europe in mediaeval as well as in modern times. Many causes operated in the Middle Ages to transport from one country to another ideas and literary themes and forms, and literary, religious, and philosophical movements; while in modern times no important intellectual impulse is confined to the country of its origin. It seems desirable therefore to add to the programs of study designed more definitely for specialists in a single department of the Modern Language Group suggestions for more comprehensive courses, giving fuller recognition to the solidarity of mediaeval and of modern civilization.

The following groups of courses are recommended to those who wish to specialize for the doctorate in: I. Modern Languages, II. Mediaeval Literature, III. Renaissance Literature, IV. Modern Literature. The subgroups classify the courses according to whether it is desired to put the principal emphasis upon studies in Romance Philology, Germanic Philology, or English.

COMBINED SEQUENCES IN THE MODERN LANGUAGE GROUP

For students in the Senior Colleges who elect their principal sequences in modern language, or candidates for the higher degrees, the following suggestions are made toward work more comprehensive than that represented in a single department.

a) Sequences in modern philology consisting of nine courses chosen from the philological courses offered in the three departments, or in two of them. Such sequences might include any of the courses numbered:

English 21, 22, 23, 25, 26, 27, 34, 35, 37, 170.

Romance 26, 41, 42, 43, 44, 46, 47, 48, 49, 81, 83, 88, 101.

German 103, 104, 105, 108, 112, 113, 251-252, 253.

Comparative Philology 1.

b) Sequences devoted to the study of special periods:

Mediaeval Literature

English 26, 27, 28, 29, 37, 39, 83, 91, 175.

Romance 26, 32, 46, 47, 49, 54, 55, 56, 63, 75, 81, 88.

German 141A, 141B, 146, 147, 161, 162, 184, 260.

The Renaissance

English 42, 43, 52, 54, 69, 70, 75, 84.

Romance 10, 11, 17, 18, 20, 21, 33, 62, 79.

German 204, 264, 275.

*Romanticism and Classicism**English* 44, 46, 47, 57, 76, 102A, 160A, 160B, 161A.*Romance* 17, 19, 22, 23, 31.*German* 30, 42, 44, 49, 52, 53, 264, 275.*Recent Literature**English* 47, 48, 49, 76, 130, 141, 160B.*Romance* 12, 38, 64.*German* 43, 54, 182, 204, 218.

c) Sequences devoted to the study of special forms:

*The Drama**English* 52, 54, 70A, B, 73, 83, 84, 85, 86A, 89.*Romance* 10, 11, 12, 15, 18, 33, 75.*German* 43, 44, 54, 162, 260, 275.*General Literature* 10.

Advice should be sought from the representative of the department in which the student is chiefly interested.

XIII. THE DEPARTMENT OF ROMANCE LANGUAGES AND LITERATURES

OFFICERS OF INSTRUCTION

WILLIAM ALBERT NITZE, PH.D., Professor and Head of the Department of Romance Languages and Literatures.

KARL PIETSCH, PH.D., Professor of Romance Philology.

THOMAS ATKINSON JENKINS, PH.D., Professor of French Philology.

ELIZABETH WALLACE, S.B., Associate Professor of French Literature.

ERNEST HATCH WILKINS, PH.D., Associate Professor of Romance Languages.

EDWIN PRESTON DARGAN, PH.D., Associate Professor of French Literature.

THEODORE LEE NEFF, PH.D., Assistant Professor of French.

HENRI CHARLES EDOUARD DAVID, A.M., Assistant Professor of French Literature.

*EARLE BROWNELL BABCOCK, A.B., Assistant Professor of French.

ALGERNON COLEMAN, PH.D., Assistant Professor of French.

RUDOLPH ALTROCCHI, PH.D., Assistant Professor of Romance Languages.

RALPH EMERSON HOUSE, PH.D., Instructor in Romance Languages.

FRANK LOUIS SCHOELL, AGRÉGÉ DES LETTRES, Instructor in Romance Languages.

PIETRO STOPPANI, PH.D., Instructor in Romance Languages.

CLARENCE EDWARD PARMENTER, A.M., Instructor in Romance Languages.

FRANK H. ABBOTT, A.M., Instructor in French.

CHARLES CARROLL MARDEN, PH.D., Professor of Spanish, Johns Hopkins University (Summer, 1915).

JAMES EUSTACE SHAW, PH.D., Associate Professor of Italian, Johns Hopkins University (Summer, 1915).

DAVID SIMON BLONDHEIM, PH.D., Assistant Professor of Romance Languages, University of Illinois (Summer, 1915).

* Resigned.

FELLOWS, 1915

HARRY BRETZ, A.B.

HOWARD RUSSELL HUSE, Ph.B.

WILLIAM CLARKE DOUB KERR, A.B.

JOHN THOMAS LISTER, Ph.D.

LAURA DOROTHY LISTER, A.B.

LANDER MACCLINTOCK, A.M.

CLAUD CARL SPIKER, A.B.

INTRODUCTORY

JUNIOR COLLEGE

The *Junior College* provides elementary and intermediate instruction in French, Italian, and Spanish. Students who have completed commendably the courses in French, Italian, or Spanish, and who have made good use of auxiliary opportunities, may expect to possess a good pronunciation and accurate reading knowledge of the language, and an acquaintance with the more important modern authors.

The attention of students who wish to have more practice in spoken French than may be had in the regular Junior College courses is called to courses 4A and 5A, which carry a half-major credit each if taken along with courses 4 and 5, with which they are correlated.

SENIOR COLLEGE

In the *Senior College* courses the student is introduced to the masterpieces of classic and modern French literature; at the same time he is given practice in speaking and writing French. Some of these courses are conducted in French. In addition, the student may also elect elementary and intermediate courses in Italian or Spanish. For combined sequences in the Modern Language Group, see pp. 227-28.

SEQUENCES

5, Advanced French; 6, *Lecture et traduction françaises*; 7, Modern French Grammar, or 8, *Cours de style*; 10, *Théâtre de Molière*, or 11, *Théâtre choisi de Corneille et Racine*, or 12, *La Comédie au XIX^e siècle*; 15 or 16, Survey courses in French Literature; 17, *Le Classicisme* (18, *Explication française*, continues 10 or 17); 19, *La Réaction contre le classicisme*; 20, French Literature from Marot to Montaigne; 21, French Literature from Montaigne to Malherbe; 22, *Le Mouvement romantique*; 23, *L'Avènement du romantisme*; 38, *Balsac*; 41, *Phonetics of Modern French*; 42, *History of the French Language*; 43, *Romance Versification*; 45, *Problems of Teaching French*; 46, *Elementary Old French*; 47, *Advanced Old French*; 26, *Types of Old French Literature*; 44, *Middle French*; 51, *Elementary Italian*; 52, *Intermediate Italian*; 53, *Advanced Italian*; 54, 55, and 56, *Dante*; 77, *Elementary Spanish*; 78, *Intermediate Spanish*; 79, *Spanish Classics*.

PRINCIPAL SEQUENCES

(Students presenting three entrance units enter course 6; those with four, course 10. Such students should consult the departmental adviser before filling out their sequences.)

a) French Language (practical): courses 5, 6, 7, 8, 10, 18, 41, 42, 46.¹

¹ This sequence may be supplemented profitably by courses in English or German.

b) French Literature: courses 5, 6, 10 (or 11 or 12), 15 (or 16), 17 (or 18), 19, 20, 21, 22 (or 23).¹

c) Italian and Spanish: courses 51, 52, 53, 54, 55, 56, 77, 78, 79.

d) Romance Philology: courses 5 (or 6), 7, 20, 21, 41, 42, 46, 47, 101. Italian (51, 52, or 61) or Spanish (77, 78) may be substituted for Old French (46, 47).²

e) Teachers' Sequence in French: courses 5, 6, 7, 8, 10, 15 (or 16), 17, 41, 45.

f) Romance—Latin Sequence: courses 5, 6, 7, 8, 10 or 15, 20 or 41, followed by any three courses which the student is prepared to take in the sequences for Latin.

SECONDARY SEQUENCES

a) French Language: courses 5, 6, 7, 8, 15 or 16, 41.

b) French Literature: courses 5, 6, 10, 11 or 12, 15 or 16, 17 or 22.

c) French and Italian: courses 5 (or 6), 7 (or 8), 15 (or 16), 51, 52, 53.

d) French and Spanish: courses 5 (or 6), 7 (or 8), 15 (or 16), 77, 78, 79.

GRADUATE SCHOOL

In the *Graduate School* the instruction consists mainly of courses the object of which is to put students in possession of the results already achieved in Romance linguistics and the history of the Romance literatures. The first-year graduate studies correspond in a general way to the requirements for the "specialist" Master's degree; they are planned to meet the needs of those who are preparing to occupy positions which provide elementary and intermediate instruction in French, Italian, or Spanish. In the second and third years of graduate studies the aim is to impart to students, along with much necessary information, an appreciation of sound methods of dealing with linguistic and literary facts and theories. This appreciation once reached, and granted the needed industry and enthusiasm, the student may attempt research work with good chance of success.

To be admitted as candidates for either of the higher degrees, students must furnish evidence of (a) preparation equal to three years' work in modern French (or nine majors); (b) a reading knowledge of either Italian or Spanish.

The Master's degree.—For the general conditions of candidacy for this degree, see p. 115 in this *Register*. The special requirements are: (a) courses 17 (or 19 or 22), 20 (or 21), 41, 46, a course in Italian literature or in Spanish literature, and two additional graduate courses; (b) a satisfactory essay or dissertation upon a subject approved by the Head of the Department; this must be presented at least eight weeks before the Convocation at which the candidate expects to receive the degree.

The Doctor's degree.—For the general conditions, see p. 116. With *Romance as secondary subject*, 9 majors are required, to be selected from the regular graduate courses, after conference with the Head of the Department. At least one graduate major shall be in Italian or Spanish. With *Romance as principal subject* the minimum requirements are: (a) 8 majors in French language, 4 majors in modern French literature, 1 major in Italian, 1 major in Spanish, and 4 additional majors

¹ This sequence may be supplemented profitably by courses in European History, Renaissance Art, and Philosophy (Descartes, Kant, Comte).

² This sequence may be supplemented profitably by courses in Latin (mediaeval and classical) and Comparative Philology.

in either Italian or Spanish; (b) a satisfactory dissertation upon a subject which shall have been approved by the Head of the Department at least twelve months before the proposed date of the final examinations; the dissertation must be presented in a form practically complete at least four months before the Convocation at which the candidate expects to receive the degree.

Candidates for the degree of Doctor of Philosophy who desire to specialize in modern French literature may reverse the proportions of linguistic and literary courses in French indicated above; that is, such candidates are required to complete at least 4 majors in French language (see courses 41, 42, 46, 47). Course 49 (Provençal), course 1 of the Department of Sanskrit and Indo-European Comparative Philology (General Introduction to the Study of Language), and course 66 of the Department of the Latin Language and Literature (Colloquial Latin) will be accepted as "majors in the French language." Candidates who desire to specialize in Italian or Spanish (or in both) will consult with the Head of the Department in regard to substitutions in the requirements outlined above.

It should be noted that the Doctor's degree will not be conferred merely for faithful and careful work, however great in amount. The candidate must possess special aptitude for linguistic or literary studies, and develop the power to judge and investigate on independent lines. Three years, one of which may profitably be spent abroad, is the minimum of time required by those who possess the requisite capacity and preparation.

A *Graduate Scholarship* and a *Senior College Scholarship*, each yielding a sum equal to the University tuition fees for three quarters (\$120), are awarded annually at the close of the Spring Quarter. The *Graduate Scholarship* is awarded for excellence in the Department studies of the Senior Colleges during the academic year and in a special competitive examination. The *Senior College Scholarship* is awarded for similar excellence in the studies of the Junior Colleges and in a special competitive examination.

The *Cercle français* meets once a week during the academic year.

The *Romance Club* meets once a month during the academic year. All instructors and graduate students of the Department are members; journal notices, book reviews, and original papers are read and informally discussed.

It is intended that the graduate courses offered by this Department in the *Summer Quarter* as far as practicable shall be so arranged that qualified students may proceed regularly to the higher degrees by attendance in successive Summer Quarters.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

GROUP I. FRENCH

NOTE 1.—Courses 1, 2, 3, 4 should be taken in consecutive quarters and in that order.

NOTE 2.—Students who begin their study of French in the University will begin with course 1. Those who receive credit for *one unit* on admission will begin with course 3; those who receive credit for *two units* will begin with course 4, or, in special cases, with course 5; those who receive credit for *three units* will begin with course 6.

1. *Elementary French*.¹—Stress is laid on accurate pronunciation by means of drill in practical phonetics and the use of the phonetic symbols. The following irregular verbs are studied: *avoir, être, aller, devoir, dire, faire, pouvoir, prendre, venir, vouloir, savoir*, the *partir* group, *voir*. The essentials of grammar; daily

¹Limited credit course. See p. 112.

oral and written exercises; bimonthly tests. Fraser and Squair, *Shorter French Course*, thirty lessons; Nitze and Wilkins, *The French Verb*; Wilkins, *French Verb Blanks*; Aldrich and Foster, *French Reader*, Part I. Mj. Summer, 8:00, two sections: a (men), b (mixed); Autumn, 8:15 and 1:30, six sections: a, c, and e (men), b, d, and f (women); Winter, 8:15, two sections: a (men), b (women). In charge of ASSISTANT PROFESSOR COLEMAN.

2. *Elementary French*¹ (continued).—Fraser and Squair, *Shorter French Course*, through lesson 60; Nitze and Wilkins, *The French Verb*; Wilkins, *French Verb Blanks*; Aldrich and Foster, *French Reader*, Part II. Drill in the following additional verbs: *boire, conduire, connaître, courir, dormir, écrire, envoyer, falloir, lire, mentir, mettre, mourir, naitre, ouvrir, plaindre, plaisir, pleuvoir, rire, suivre, taire, tenir, vaincre, valoir, vendre, vivre*, and related verbs. Continued practice in phonetics and the use of phonetic symbols; practice in the use of idioms; dictation, oral and written; bimonthly tests. Mj. Summer, 10:30, one section; Winter, 8:15 and 1:30, five sections: a, c (men); b, d (women); e (mixed); Spring, 8:15, two sections. In charge of ASSISTANT PROFESSOR COLEMAN.

3. *Elementary French*¹ (continued).—This course is conducted on the lines of courses 1 and 2 above. Irregular verbs reviewed and completed; practice in translation and use of idioms encountered in reading. Constant review of phonetic principles. Fraser and Squair, *Shorter French Course*, completed. Texts will be chosen from the following: LaBrète, *Mon oncle et mon curé*; Mérimée, *Colomba*; Basin, *Le Blé qui lève*; Daudet, *Selected Stories*; Labiche et Martin, *Le Voyage de M. Perrichon*; Erckmann-Chatrian, *Madame Thérèse*; Maupassant, *Dix contes choisis*. About 150 pages will be read. Prerequisite: course 2, or one unit of entrance French. Mj. Summer, 11:30, two sections; Autumn, 10:45, two sections; Spring, 8:15 and 1:30, five sections. In charge of ASSISTANT PROFESSOR NEFF.

4. *Advanced French*.¹—Systematic study of idioms; weekly composition. Greater attention to oral work; dictation and free reproduction of passages read aloud; review of verbs and drill in practical phonetics continued. Texts to be selected from: France, *Le Livre de mon ami*; Sandeau, *Mlle de la Seiglière* (the play); Augier and Sandeau, *Le Gendre de M. Poirier*; Theuriot, *Trois contes*; Balzac, *Le Curé de Tours*; Hugo, *Les Misérables* (Buffum); Coppée, *On rend l'argent*; Buffum, *French Short Stories* (Holt). About 250 pages will be read. Prerequisite: course 3, or two units of entrance French. Mj. Summer, 9:00, two sections; Autumn, 9:15 and 2:30, two sections; Winter, 10:45, two sections. In charge of ASSISTANT PROFESSOR NEFF.

4A. *Practice in Spoken French*.—This course, and its successor, 5A, open only to students registered for 4 and 5, are primarily courses in spoken French. They should be taken in succession by students desirous of systematic practice in speaking, hearing, and writing the language. The work is correlated as far as practicable with that of courses 4 and 5. Autumn, 2:30, Mr. SCHÖELL.

5. *Advanced French* (continued).—A rapid reading course. Study of idioms; weekly composition; free composition and dictation. Texts will be chosen from: Daudet, *Tartarin de Tarascon*; France, *Le Crime de Sylvestre Bonnard*; Hugo, *Hernani*, *Ruy Blas*; Pailleron, *Le Monde où l'on s'ennuie*; Dumas fils, *La Question d'argent*. About 300 pages will be read in class, and one book privately. Prerequisite: course 4, or equivalent, i.e., thorough familiarity with the fundamentals of grammar and practical phonetics. Mj. Autumn, 9:15, one section; Winter, 9:15 and 2:30, two sections; Spring, 10:45, two sections.

5A. *Practice in Spoken French*.—This course is open to students registered for 5 and to those who have had course 4A in the preceding quarter and wish to keep up the oral practice. These two courses are so planned as to make them, when taken in connection with courses 4 and 5, the equivalent of courses 4, 5, and 6. Thus students who have completed 4, 4A, 5, and 5A may pass on to Senior College courses without being at a disadvantage. Winter, 2:30, Mr. SCHÖELL.

¹Limited credit course. See p. 112.

6. **Lecture et traduction françaises.**—Conducted largely in French. The aim is to give the student an appreciation of literary French. He is expected to summarize his reading in French, orally and in writing. Dictation and weekly exercises in translating English into French are also a part of the work. Texts will be chosen from: Balzac, *Pierrette*, *Eugénie Grandet*, *Cinq scènes de la comédie humaine*; Michelet, *L'Oiseau*; Renan, *Souvenirs d'enfance et de jeunesse*; Loti, *Pêcheur d'Islande*; Rostand, *La Princesse lointaine*, *Les Romanesques*; Leconte de Lisle, *Gil Blas*; Mérimée, *Chronique du règne de Charles IX*; Gautier, *Jettatura*. Mj. (or, in the Summer, M. either Term). Summer, 9:00, one section; Autumn, 10:45, one section; Winter, 9:15, one section; Spring, 9:15 and 2:30, two sections.

GROUP II. ITALIAN AND SPANISH

51. **Elementary Italian.**—Grandgent, *Italian Grammar*; Wilkins, *Notes on Italian Grammar*; Wilkins and Altrocchi, *Italian Short Stories*. Special attention is given to training in pronunciation. Practice in identifying forms and constructions, in translation, and in reading the text in Italian. Mj. Summer, 2:30, DR. STOPPANI; Autumn, 8:15, ASSOCIATE PROFESSOR WILKINS.

TABULAR VIEW OF JUNIOR COLLEGE COURSES

	Hour	Summer	Hour	Autumn	Winter	Spring
FRENCH	8:00	1	8:15	1	2 1	3 2
	9:00	4 6	9:15	4 5	5 6	6
	10:30	2	10:45	3 6	4	5
	11:30	3				
			1:30	1	2	3
			2:30	4 4A	5 5A	6
ITALIAN			8:15	51	52	53
	2:30	51				
SPANISH			8:15	71	72	73
			9:15	74	75	76
			10:45		71	72
	2:30	71				

52. **Intermediate Italian.**—Grammar review and daily work in composition. *Italian Short Stories* continued; Manzoni, *I promessi sposi*; Goldoni, *La locandiera*. Mj. Winter, 8:15, DR. STOPPANI.

53. **Advanced Italian.**—Reading and composition continued. Various types of Italian—colloquial, scientific, historical, and literary—are studied. Assignment of books and articles for individual reading. Mj. Spring, 8:15, ASSOCIATE PROFESSOR WILKINS.

71. **Elementary Spanish.**—Stress is laid on accurate pronunciation, mastery of the elements of grammar, and acquisition of vocabulary. In the Summer Ingraham-Edgren's *Brief Spanish Grammar* and Matzke's *Spanish Reader* will be used; in the Autumn and Winter, Coester's *Spanish Grammar*, and Harrison's *Elementary Spanish Reader*. Mj. Summer, 2:30, PROFESSOR MARDEN; Autumn, 8:15,¹ MR. FARMENTER; Winter, 10:45, DR. HOUSE.

¹ This section is open to students in the College of Commerce and Administration only

72. Elementary Spanish (continued).—Reading, composition, colloquial drill, and continuation of grammar study. Hill, *Spanish Tales for Beginners*. Mj. Winter, 8:15,¹ Mr. PARMENTER; Spring, 10:45, Dr. HOUSE.

73. Commercial Spanish Readings.—Drill in practical and business vocabulary. Harrison, *Spanish Commercial Reader*; Bonilla, *Spanish Daily Life*. Mj. Spring, 8:15,¹ Dr. HOUSE.

74. Intermediate Spanish.—Prerequisite: course 73 or course 72 with a grade of B or better. Advanced grammar, composition, and reading, with increased use of Spanish in the classroom. Umphrey, *Spanish Composition*; selected readings from Alarcón, Valdés, and Valera. Mj. Autumn, 9:15, Dr. HOUSE.

75. Advanced Spanish.—Grammar and composition continued from course 74. Readings from such writers as Galdós, Echegaray, and Pereda. Mj. Winter, 9:15, Dr. HOUSE.

76. Commercial Correspondence.—Letter-writing, technical and scientific readings. Mj. Spring, 9:15, Dr. HOUSE.

II. LOWER SENIOR COLLEGE COURSES

GROUP I. FRENCH

(Prerequisite: 5 or 6 majors of French)

7. Modern French Grammar.—Systematic review, with practical exercises, of the principles of modern French (sounds, words, inflections, and propositions), beginning with the seventeenth century. Armstrong, *Syntax of the French Verb*; Koren, *French Composition*; Nitze and Wilkins, *The French Verb*. Mj. Autumn, 9:15, PROFESSOR NITZE.

8. Cours de style.—Principes généraux, exercices pratiques de composition française. Prerequisite: 6 majors of French. M. Summer, First Term, 8:00; Mj. Winter, 10:45; Spring, 10:45, ASSISTANT PROFESSOR DAVID.

10. Théâtre de Molière (Comédie de mœurs et de caractère).—Study of Molière's plays and their social setting, developed through collateral reading. Mj. Autumn, 10:45, ASSOCIATE PROFESSOR WALLACE.

11. Théâtre choisi de Corneille et Racine (Tragédie classique).—Structure and nature of the classic drama, approached through study of representative plays, with illustrative collateral reading. Mj. Winter, 10:45, ASSOCIATE PROFESSOR WALLACE.

12. La Comédie au XIX^e siècle.—Comédie de mœurs: Scribe, Augier, Pailleron; comédie à thèse: Becque, Hervieu, Brieux.—Studies in theme and technique. Mj. Summer, 10:30; Spring, 10:45, ASSOCIATE PROFESSOR WALLACE.

15, 16. Survey of French Literature.—Either 15 or 16 is prerequisite to all upper Senior College courses in French literature. Students who have taken 6, 7, or 8 in college may enter this course, but others must first have credit for course 10, or 11, or 12. A general survey of French literary activity from 1600 to 1850, with emphasis in successive quarters upon the drama (15) or the novel (16). Mj. Summer, 9:00 (15), ASSOCIATE PROFESSOR DARGAN; Autumn, 11:45 (16), ASSOCIATE PROFESSOR DARGAN; Winter, 11:45 (15), ASSISTANT PROFESSOR COLEMAN; Spring, 11:45 (16), ASSOCIATE PROFESSOR DARGAN.

GROUP II. ITALIAN AND SPANISH

NOTE.—Senior College students who wish to begin the study of Italian should in general take course 51 (see above). Specially qualified students may, with the permission of the instructor, take course 61 (see below).

77. Elementary Spanish.—Hills and Ford, *A Spanish Grammar*. Mj. Autumn, 2:30, PROFESSOR PIETSCH.

78. Intermediate Spanish.—Advanced grammar and composition; modern novels and comedies. Mj. Winter, 2:30, PROFESSOR PIETSCH.

This section is open to students in the College of Commerce and Administration only.

III. UPPER SENIOR COLLEGE AND GRADUATE COURSES

GROUP I. FRENCH

(Prerequisite for undergraduates: 9 majors)

17. *Le Classicisme*.—Les œuvres et la doctrine. Préciosité et naturalisme. Boileau, *L'Art poétique* (édition Brunetière) et *Les Héros de roman* (édition T. F. Crane). Mj. Autumn, 11:45, ASSISTANT PROFESSOR DAVID.

18. *Explication française* (Molière).—Continues course 10 or 17. Intensive study of characteristic passages in the author's works; preparation of literary and historical commentaries, made by the students and criticized by the instructor; some careful translation into English. Mj. Winter, 10:45, MR. SCHOELL.

19. *La Réaction contre le classicisme*.—Constitution de l'esprit philosophique. Les hommes de lettres philosophes. Roustan, *La Philosophie et la société française au XVIII^e siècle*. Mj. Winter, 11:45, ASSISTANT PROFESSOR DAVID.

20. *French Literature from Marot to Montaigne*.—History of literary ideas during the French Renaissance. Darmesteter-Hatsfeld, *Le seizième Siècle en France*. Mj. Autumn, 10:45, PROFESSOR NITZE.

21. *French Literature from Montaigne to Malherbe*.—The origins of classicism and the poetic theory of the Pléiade. Mj. Summer, 11:30; Spring, 10:45, PROFESSOR NITZE.

22. *Le Mouvement romantique*.—Origines françaises du romantisme. Sensibilité et sentimentalité. Le cosmopolitisme. J. Texte, *Jean-Jacques Rousseau et les origines du cosmopolitisme littéraire*. M. Summer, First Term, 9:00; Mj. Spring, 11:45, ASSISTANT PROFESSOR DAVID.

23. *L'Avènement du romantisme*.—Petits et grands romantiques; les écnacles; la culture de la personnalité. M. Souriau, *La Préface de Cromwell*. [Not given in 1915-16.]

41, 42. *Modern French Linguistics*.—(41) *Phonetics*, a study of the sounds in modern spoken French and English, with some attention to German, Italian, and Spanish. The works of Jespersen, Viëtor, Sweet, and Passy. (42) *History of the French Language*, an outline following Nyrop, *Grammaire historique de la langue française*, Vol. I, with Brunot, *Histoire de la langue française*, Vols. I-IV. 2M. Summer, 8:00 (41), ASSISTANT PROFESSOR BABCOCK; and 9:00 (42), ASSISTANT PROFESSOR BLONDHEIM; 2Mjs. Autumn and Winter, 9:15, PROFESSOR JENKINS.

43. *Romance Versification*.—The structure of romance verse. Tobler, *Le Vers français ancien et moderne*. [Not given in 1915-16.]

44. *Middle French*.—The poems of François Villon; close reading of the complete text as an introduction to pre-Renaissance language and poetry. Mj. Spring, 9:15, PROFESSOR JENKINS.

GROUP II. ITALIAN

54. *Dante*.—The *Vita nuova* and the *Inferno*. Toynbee, *Dante Alighieri; Le opere minori di Dante Alighieri*, ed. Flamini; *Divina commedia*, ed. Grandgent. Mj. Autumn, 1:30, ASSOCIATE PROFESSOR WILKINS.

55. *Dante*.—The *Purgatorio*. Mj. Winter, 1:30, ASSOCIATE PROFESSOR WILKINS.

56. *Dante*.—The *Paradiso*. Mj. Spring, 1:30, ASSOCIATE PROFESSOR WILKINS.

IV. GRADUATE COURSES

GROUP I. GENERAL

45. *Problems of Teaching French*.—A consideration of the main questions of pronunciation, grammar, reading, and literary interpretation as applied to teaching elementary and advanced French; introduction to French pedagogical bibliography. Mj. Winter, 3:30, PROFESSOR NITZE.

101. Introduction to Romance Philology.—Bibliography and methodology of the study of the Romance languages and literatures. Mj. Autumn, 3:30, PROFESSOR PIETSCH.

GROUP II. FRENCH

25. History of French Criticism, 1549-1900.—Renaissance criticism, classicism and neo-classicism, the critical movements of the nineteenth century. Lectures and reports. Mj. Winter, 9:15, ASSOCIATE PROFESSOR DARGAN.

26. Types of Old French Literature.—The literary types of the twelfth and thirteenth centuries; study of illustrative works. A reading knowledge of Old French is prerequisite; see course 46. Mj. Winter, 11:45, PROFESSOR NITZE.

31. French Literature Seminar.—Voltaire and the English Influence. The *Lettres philosophiques*. Voltaire's dramatic theories and correspondence. Anglo-mania. Mj. Summer, M., 2:30-4:30, ASSOCIATE PROFESSOR DARGAN.

32. Old French Seminar.—The Grail Romances: study of MS sources and evolution of the story. Baist, *Li contes del Graal*. Mj. Summer, M., 2:30-4:30, PROFESSOR NITZE.

33. Corneille.—Origins of the classic drama and its relation to the ideas of Descartes. Mj. Spring, 3:30, PROFESSOR NITZE.

38. Balzac.—A study of his literary method. Mj. Spring, 9:15, ASSOCIATE PROFESSOR DARGAN.

46, 47. Old French (elementary and advanced courses).—The Oxford *Roland*, and *Aucassin et Nicolette*. The morphology necessary to reading; phonology (Suchier, *Les Voyelles toniques en vieux français*), with some attention to the French element in English. M. Summer, First Term, 10:30 (46), ASSISTANT PROFESSOR BLONDHEIM; 2Mjs. Autumn and Winter, 8:15, PROFESSOR JENKINS.

48. French Dialects.—Exercises based on manuscript materials, or upon Foerster-Koschwitz, *Altfranzösisches Übungsbuch*, I (5th ed.). Mj. Spring, hours to be arranged, PROFESSOR JENKINS.

GROUP III. OTHER ROMANCE LANGUAGES

49. Old Provençal.—Appel, *Altprovenzalische Chrestomathie* (4th ed.). [Not given in 1915-16.]

61. Italian for Graduates.—A special course in Italian for advanced students in the Romance Department or in other Departments. It is designed to qualify students to take in the Winter Quarter a course in Italian literature (as 55 or 62), or to use the language effectively for other special purposes. Mj. Autumn, 2:30, ASSOCIATE PROFESSOR WILKINS.

62. The Renaissance in Italy.—The writers of the fifteenth and sixteenth centuries: the Humanists, Lorenzo de' Medici and his circle, Ariosto, Castiglione, Machiavelli, Tasso. Rossi, *Storia della letteratura italiana*, Vol. II; D'Ancona-Bacci, *Manuale della letteratura italiana*, Vol. II. Mj. Winter, 2:30, ASSOCIATE PROFESSOR WILKINS.

63. Guido Cavalcanti and the "Dolce stil nuovo."—M. Summer, Second Term, 1:30, ASSOCIATE PROFESSOR SHAW.

64. Modern Italian Literature.—The leading novelists, playwrights, and poets of the last half-century. M. Summer, Second Term, 2:30, ASSOCIATE PROFESSOR SHAW.

75. Spanish Drama before Lope de Vega.—Early church-drama. Encina and his school; Lope de Rueda and the "Commedia dell' arte." The foundations of the national drama. Mj. Summer, 3:30, PROFESSOR MARDEN.

79. Spanish Classics.—The life and works of Cervantes; selected chapters from *Don Quixote*. Mj. Spring, 2:30, PROFESSOR PIETSCH.

81. Old Spanish Readings.—Keller, *Altspanisches Lesebuch* (Leipzig, 1890). [Not given in 1915-16.]

83. Historical Spanish Grammar.—Sounds and inflections; practical exercises on Old Spanish texts. R. Menéndez Pidal, *Manual elemental de gramática histórica española* (2d ed.). Mj. Winter, 3:30, PROFESSOR PIETSCH.

TABULAR VIEW OF SENIOR COLLEGE AND GRADUATE COURSES

The course numbers in roman type designate Lower Senior College courses; those in *italics*, Upper Senior College courses; those in bold face, Graduate courses.

	Hour	Summer	Hour	Autumn	Winter	Spring
FRENCH AND GENERAL	8:00	8 Cours de style 41 Phonetics	8:15	46 Elementary Old French	47 Advanced Old French	48 French Dialects
	9:00	15 French Drama 55 Le Mouvement romanique 49 History of French Language	9:15	7 Modern French Grammar 41 Phonetics	25 French Criticism 49 History of French Language	38 Balzac 44 Middle French
	10:30	12 Comédie au XIX ^e siècle 46 Elementary Old French	10:45	10 Molière 50 Marot to Montaigne	8 Cours de style 11 Corneille and Racine 18 Explication	8 Cours de style 12 Comédie au XIX ^e siècle 51 Montaigne to Malherbe
	11:30	51 Montaigne to Malherbe	11:45	16 French Novel 17 Le Classicisme	15 French Drama 19 La Réaction contre le classicisme 26 Old French Literature	16 French Novel 55 Le Mouvement romanique
	2:30	31 (Seminar) Voltaire 32 (Seminar) Grand Romances	2:30			
	3:30		3:30	101 Introduction to Romance Philology	45 Problems of Teaching French	33 Corneille
ITALIAN	1:30	63 Osvalcanti	1:30	64 Dante	66 Dante (<i>cont.</i>)	66 Dante (<i>cont.</i>)
	2:30	64 Modern Italian Literature	2:30	61 Italian for Graduates	62 Renaissance	
SPANISH	2:30		2:30	77 Elementary Spanish	78 Intermediate Spanish	79 Spanish Classics
	3:30	75 Spanish Drama	3:30		83 Historical Spanish Grammar	88 (Seminar) Juan Ruiz

88. Spanish Seminar.—Exercises in linguistic and literary research, based on the *Libro de Buen Amor* of Juan Ruiz, Arcipreste de Hita, ed. Ducamin, 1901. Mj. Spring, 3:30, PROFESSOR PIETSCH.

Attention is called to the following course offered by the Department of Sanskrit and Indo-European Comparative Philology:

X-1.—General Introduction to the Study of Language.—General principles of linguistic development, illustrated from ancient and modern languages (chiefly Latin, English, French, or German). Lectures and assigned reading. Topics: Significance of language as an institution in human development; its relation to organized thought, theories of origin. Intrinsic interest and value of language study, apart from practical ends. Historical method. Classification of phonetic changes, and question of their uniformity. Formal changes due to mental association (Analogy). Changes of meaning (Semantics). Development of structure (Agglutination and Adaptation), grammatical categories. Systems of writing, relation of spelling to speech. Language and dialect, linguistic geography, rise of a standard language, language mixture, language and nationality. Brief survey of the more important language families, with more detailed account of the Indo-European family, its past and present distribution, the earliest history and linguistic remains of each branch.

Prerequisite: some knowledge of Latin and of one modern European language, other than English. M. Summer, First Term, 9:00; Mj. Spring, 10:45, PROFESSOR BUCK.

Attention is called also to the following courses offered by other departments:

NOTE.—Other departments are indicated by Roman numerals: I, Philosophy; IV, History; V, History of Art; XV, English.

I, 7. Aesthetics

IV, B6. The Renaissance

IV, B61. Feudal France

IV, C6. The French Revolution and Napoleon

V, 26. Gothic Architecture

V, 31. Florentine Art of the Renaissance

V, 32. Umbrian Art of the Renaissance

V, 33. Venetian Art of the Renaissance

XV, 83. The Mediaeval Drama

XIV. THE DEPARTMENT OF GERMANIC LANGUAGES AND LITERATURES

OFFICERS OF INSTRUCTION

STARR WILLARD CUTTING, PH.D., Professor and Head of the Department of Germanic Languages and Literatures.

FRANCIS ASBURY WOOD, PH.D., Professor of Germanic Philology.

MARTIN SCHÜTZER, PH.D., Professor of German Literature.

PHILIP SCHUYLER ALLEN, PH.D., Associate Professor of German Literature.

ADOLF CARL VON NOÉ, PH.D., Assistant Professor of German Literature.

CHARLES GOETTSCHE, PH.D., Assistant Professor of Germanic Philology.

JOHN JACOB MEYER, PH.D., Assistant Professor of German.

CHESTER NATHAN GOULD, PH.D., Assistant Professor of German and Scandinavian Literature.

HANS ERNST GEONOW, PH.D., Assistant Professor of German.

PAUL HERMAN PHILLIPSON, PH.D., Instructor in German.

JOHN CONRAD WEIGEL, A.B., Instructor in German.

GEORGE OLIVER CURME, A.M., Professor of German, Northwestern University
(Summer, 1915).

KARL F. MÜNZINGER, A.B., Adjunct-Professor of German, University of Texas
(Summer, 1915).

THEOPHILUS HENRY SCHROEDER, A.B., Instructor in German, University of
Minnesota (Summer, 1915).

RICHARD WISCHKÄMPER, A.M., Instructor in German, University of Minnesota
(Summer, 1915).

FELLOWS, 1915-16

JOHN HERBERT BACHMANN, A.M.

ALICE POST TABOR, A.M.

MALCOLM HOWARD DEWEY, A.M.

BONNO TAPPER

CAROLA SCHROEDER RUST, PH.B.

INTRODUCTORY

For students who enter the University with no previous training in German, elementary and intermediate courses are offered, whose primary aim is to enable the student to read and to understand easily and accurately, without translation, German prose of ordinary difficulty. As a logical sequent of this initial instruction, advanced courses in language and literature are offered students who have taken these elementary and intermediate courses at the University of Chicago or elsewhere. Prose composition, including translation into German of rather difficult English prose and construction of original essays, is the prime feature of the advanced language work; in literature individual authors or periods of literary development become the subjects of lectures, discussions, and themes. A strengthened grasp of the syntactic and stylistic resources of the language will be secured simultaneously with increased literary appreciation.

The German courses of the Junior College (six majors), plus at least eight Senior College elective majors, or an equivalent, are required for admission to the graduate work of the Department. Graduate students from other institutions, whose preliminary training in German has been deficient in either quantity or quality, may be required to supplement their previous work by Senior College electives before admission to the standing of graduate students in the Department. For combined sequences in the Modern Language Group, see pp. 227-28.

SEQUENCES

The following courses are intended primarily for students of the *Senior Colleges*. Sequences may be chosen from them in harmony with suggestions given below:

5, Modern Prose Readings; 6, German Plays; 11, Deutsche Aufsätze; 15, Introduction to Schiller; 16, Introduction to Goethe; 17, Introduction to Lessing; 25, Lessing's Life and Works; 30, Kleist and Grillparzer; 34, Modern German Poetry in Austria; 40A, B, C, Introduction to the Study of German Literature (3 Mjs.); 42, Heine's Prose and Poetry; 43, The Best German Short Stories; 44, Goethe's Lyrical Poetry; 49, Goethe's Period of Classical Sympathies; 52,

Schiller's *Wallenstein*; 54, Contemporary Dramas; 61, Aufsätze und Stilübungen; 81, History of the German Language; 97, The Teaching of German in the Secondary Schools.

PRINCIPAL SEQUENCES

- a) With two units of preparation: courses 5, 6, 15 (or 16 or 17), 11, 40A, 40B, 40C, and two majors selected from courses 25-54.
- b) With three units of preparation: courses 15 (or 16 or 17), 11, 40A, 40B, 40C, and four majors selected from courses 25-54.
- c) With four units of preparation: nine majors selected from courses 25-97.
- d) With a preparation equivalent to four units plus at least eight Senior College elective majors: nine majors selected, upon consultation with the departmental adviser, from the Senior College and graduate courses in language and literature, according to the preparation, taste, and prevailing purpose of the individual student.

SECONDARY SEQUENCES

The first two-thirds of one of the foregoing groups according to the student's preparation.

The aims of the graduate courses offered by the Department are as follows: (1) To acquaint the student already in possession of a practical grasp of the German language with the great movements of literary and linguistic development within the Teutonic field outside of English. (2) To direct the efforts of students, who have already received the requisite preliminary training, in the investigation of special problems of phonetics, phonology, morphology, syntax, metrics, style, text-criticism, and literary history, including especially literary origins and relationships.

Lectures and recitations are employed in the more general, and seminars in the more special and detailed, features of the work. Still more personal direction is given by the instructor to the research student.

For the Master's degree, acquaintance with the essentials of the general history of German literature and language is required. The extent and accuracy of the candidate's reading in German literature will receive consideration.

A candidate for the degree of Doctor of Philosophy is required to show intellectual independence and a scholarly equipment sufficient for the successful investigation of hitherto unsolved literary and linguistic problems; familiarity with the general history of German literature and with the general development of the German language; a thorough command of oral and written German and ability to read Gothic, Old High German, and Middle High German; and a thorough knowledge of a special literary or linguistic subject. Due stress will be laid on the extent and accuracy of the candidate's reading in German literature. With Germanics as secondary subject, the required work may be done in literary or linguistic courses according to the needs of the candidate.

For the general regulations of the University governing the granting of higher degrees, see pp. 115-16.

A Senior College Scholarship in German is annually awarded in June to a student who has received the Junior College certificate within the year then ending (October to July). The award is based upon (a) standing in the required Junior College German, including courses 1, 2, 3, 4, 5, 6; and (b) a special examination held in May upon these six courses. Candidates will consult the Departmental Examiner concerning such examinations.

A Graduate Scholarship in German is annually awarded in June to a student who has received the Bachelor's degree within the year then ending (October to July). This award is based upon (a) standing in course 11, and in at least seven elective majors in the Senior Colleges; and (b) a special examination held in May.

The Germanistic Society of Chicago.—An incorporated association of Anglo-Americans and German-Americans, whose object is "to promote the knowledge and study of German civilization in America and of American civilization in Germany," has arranged for the year 1915-16 an extensive series of lectures upon timely topics germane to the general purpose of the organization. These lectures by eminent professors of German and American universities, delivered for the most part in Fullerton Hall (Art Institute), are largely attended by the advanced students and by the instructors of the Germanic Department.

The Germanic Club, including candidates for advanced degrees, other advanced students, and all instructors of the Department, meets twice each quarter for the reading and discussion of journal reports, reviews, and original papers upon subjects in language and literature within the scope of the regular work of the members.

The Scandinavian Club is maintained by instructors and students interested in Scandinavian literature and culture of the old or the modern period.

The German Conversation Club is an organization of undergraduate and graduate students under the leadership of a member of the Germanic Department. Its purpose is to arouse and sustain interest in the German language as a vehicle of oral expression. Membership, open to those who have already made some progress in the language, while it entitles the student to no extra academic credit, supplements the regular class work in the direction of greatly increased *Sprachfertigkeit* and *Sprachgefühl*.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

1. **Elementary Course in German.**¹—The two majors of courses 1 and 2 are to be taken in successive quarters. Mj. Autumn, secs. a, b, c, 8:15, DR. PHILLIPSON, MR. WEIGEL, AND ASSISTANT PROFESSOR GRONOW; sec. d, 1:15, PROFESSOR CUTTING; Winter, sec. a, 8:15, MR. ———; sec. b, 9:15, MR. ———.

2. **Elementary Course in German**¹ (continued).—Mj. Winter, secs. a, b, c, 8:15, DR. PHILLIPSON, MR. WEIGEL, AND ASSISTANT PROFESSOR GRONOW; sec. d, 1:30, PROFESSOR CUTTING; Spring, sec. a, 8:15, MR. ———; sec. b, 9:15, MR. ———.

3. **Intermediate German.**¹—This is a continuation of course 2, devoted to inductive reading of modern prose. Mj. every Quarter. Summer, 8:00, MR. WEIGEL; Autumn, secs. a, b, 8:15, ASSISTANT PROFESSORS GOETTSCH AND GOULD; Spring, secs. a, b, c, 8:15, DR. PHILLIPSON, MR. WEIGEL, AND ASSISTANT PROFESSOR GRONOW; sec. d, 1:15, PROFESSOR CUTTING.

4. **Elementary German Composition.**¹—The essential feature of this course is the oral and written reproduction of easy prose, with variations along a widening range of syntax and idiom. (*Freie Reproduktion.*) Mj. every Quarter. Summer, 9:00, ADJUNCT-PROFESSOR MÜNZINGER; Autumn, secs. a, b, c, d, 9:15, MR. WEIGEL, DR. PHILLIPSON, ASSISTANT PROFESSOR GOETTSCH, MR. ———; Winter, sec. a, 9:15, ASSISTANT PROFESSOR GOETTSCH; sec. b, 10:45, MR. ———; Spring, 10:45, ASSISTANT PROFESSOR GOULD.

5. **Modern Prose Readings.**—The special purpose of this course is to afford through the study of moderately difficult, interesting prose, systematic drill in

¹ Limited credit course. See p. 112.

word-composition, word-derivation, the relationship of English and German words, and the principles of elementary syntax. Mj. every Quarter. Summer, 10:30, MR. SCHROEDER; Autumn, 9:15, ASSISTANT PROFESSOR VON NOÉ; Winter, secs. a, b, 9:15, MR. WEIGEL AND DR. PHILLIPSON; Spring, sec. a, 9:15, ASSISTANT PROFESSOR VON NOÉ; sec. b, 10:45, MR. WEIGEL.

6. German Plays.—Reading and discussion of selected modern plays introduce the student to an attractive form of German literature, and impart to him an appreciation and control of a wealth of German idiom in common use. Mj. every Quarter. Summer, 8:00, DR. PHILLIPSON; Autumn, 10:45, MR. ———; Winter, 10:45, MR. ———; Spring, secs. a, b, 9:15, MR. WEIGEL AND DR. PHILLIPSON.

II. SENIOR COLLEGE COURSES

GROUP I. RHETORIC

I. Lower Senior

11. Deutsche Aufsätze.—Oral and written criticism of brief daily themes upon subjects suggested by the instructor. (*Freie Reproduktion.*) Discussion of German synonyms, the more difficult principles of syntax, and the elements of style. Prerequisite: at least one of the courses numbered 15, 16, 17. Mj. Summer, 8:00, MR. WISCHKÄMPER; Autumn, 9:15, ASSISTANT PROFESSOR MEYER; Winter, 10:45, ASSISTANT PROFESSOR GOETTSCH.

GROUP II. COURSES IN LITERATURE

I. Lower Senior

15. Introduction to Schiller.—Reading and interpretation of selected dramas with student reports. Prerequisite: at least six majors of German. Mj. Autumn, 9:15, ASSISTANT PROFESSOR GRONOW.

16. Introduction to Goethe.—Reading and interpretation of selected dramas with student reports. Prerequisite: at least six majors of German. Mj. Summer, 8:00, ASSISTANT PROFESSOR GOULD; Winter, 9:15, ASSISTANT PROFESSOR GRONOW.

17. Introduction to Lessing.—Reading and interpretation of selected dramas with student reports. Prerequisite: at least six majors of German. Mj. Spring, 9:15, ASSISTANT PROFESSOR GRONOW.

24. Schiller's Life and Works.—Lectures. Thomas' *Schiller's Life and Works* and Kühnemann's *Schiller*. [Not given in 1915-16.]

25. Lessing's Life and Works.—Mj. Summer, 9:00, ASSISTANT PROFESSOR VON NOÉ.

26. German Poets of Patriotism during the War of Liberation.—A discussion of the German people's share in the downfall of Napoleon, of the aims and hopes of the intelligent classes, of the enthusiasm of the student volunteers, and of the expression of these elements in contemporary song. [Not given in 1915-16.]

27. Goethe's "Hermann und Dorothea" and Schiller's Ballads.—The reading of these pieces will be supplemented by some study and discussion of Goethe's other epical writings and ballads. [Not given in 1915-16.]

30. Kleist and Grillparzer.—A reading course in the dramatic writings of these two great post-classical German dramatists. Mj. Autumn, 10:45, ASSOCIATE PROFESSOR ALLEN.

32. Goethe's "Iphigenie" and "Tasso."—Studied as the dramatic expression of the poet's classical period. [Not given in 1915-16.]

34. Modern German Poetry in Austria.—Nikolaus Lenau, Anzengruber, Rosegger, and other leading Austrian poets are read and discussed. Mj. Winter, 8:15, ASSISTANT PROFESSOR VON NOÉ.

36. German Lyrics and Ballads.—[Not given in 1915-16.]

40A, B, C. Introduction to the Study of German Literature.—Informal talks in German about the main movements and products of the national literature,

supplemented by assigned readings and quizzes. Prerequisite: German 11 or its equivalent. 3Mjs. Autumn, Winter, and Spring, 8:15, ASSISTANT PROFESSOR MEYER.

II. Upper Senior

41. **Goethe's Life and Works.**—A discussion of the principal phases and general cultural significance of Goethe's activity. Lectures, assigned readings, and reports. Earlier Period, 1749–90. [Not given in 1915–16.]

42. **Heine's Prose and Poetry.**—Reading of the *Reisebilder* and the *Buch der Lieder* will be accompanied by investigation of the poet's sources and literary technique. Mj. Summer, 9:00, DR. PHILLIPSON.

43. **The Best German Short Stories.**—An introductory course. Mj. Autumn, 11:45, PROFESSOR SCHÜTZE.

44. **Goethe's Lyrical Poetry.**—Interpreted as an organic expression of Goethe's intellectual development. Graduate credit given for additional work. Mj. Winter, 11:45, PROFESSOR SCHÜTZE.

45. **German Lyrical Poetry in the Nineteenth Century.**—An introduction to the history of humanistic ideals and lyrical forms during the last hundred years. [Not given in 1915–16.]

46. **Lessing's Later Dramas.**—A presentation of the salient features of Lessing's dramatic theory, in connection with the study of the plots and characters of *Minna von Barnhelm*, *Emilia Galotti*, and *Nathan der Weise*. [Not given in 1915–16.]

47. **Goethe's Dramas.**—A study of the development of Goethe as a dramatist. [Not given in 1915–16.]

48. **Goethe's Storm-and-Stress Period.**—The political, social, educational, and literary protest against tradition, precedent, and the existing state of things, characteristic of the last third of the eighteenth century in Germany, with Goethe's share in the movement as revealed in his writings. [Not given in 1915–16.]

49. **Goethe's Period of Classical Sympathies.**—The influence upon Goethe of surroundings, occupation, and friendship, in the direction of simplicity, regularity, and repose, studied in connection with *Iphigenie*, *Tasso*, and *Hermann und Dorothea*. Mj. Summer, 10:30, PROFESSOR CURME.

51. **German Popular Poetry.**—Lectures, assigned readings, and reports by members of the class. [Not given in 1915–16.]

52. **Schiller's "Wallenstein."**—Discussion of the causes, course, and effects upon Europe of the Thirty Years' War, of the political and social background of the picture presented in this dramatic trilogy, and of the real Wallenstein as compared with Schiller's idealized hero, accompanies the reading of the text. Mj. Spring, 8:15, ASSISTANT PROFESSOR VON NOÉ.

53. **Grillparzer's Dramas.**—A careful study of these dramas as examples of literary art, and as organic expressions of Grillparzer's development and of the important factors in the culture of his time. [Not given in 1915–16.]

54. **Contemporary German Dramas.**—Interpretative readings of representative modern dramas. Mj. Winter, 10:45, ASSOCIATE PROFESSOR ALLEN.

55. **Survey of German Literature in the Last Thirty Years.**—Chiefly a study of the drama and of lyrical poetry. [Not given in 1915–16.]

56. **The Classical Period in German Literature.**—The subject of the course is the development and significance of the classical ideal of humanity, as embodied in the principal literary products of this period. [Not given in 1915–16.]

57. **The German Lyric from 1800 to 1850.**—[Not given in 1915–16.]

58. **The Literature of Romanticism.**—(Senior College and Graduate School.) Mj. Spring, 10:45, ASSOCIATE PROFESSOR ALLEN.

59. **Goethe and Schiller.**—The culmination of the Classical Era in German literature. [Not given in 1915–16.]

60. The Best Dramas of Kleist, Grillparzer, and Hebbel.—(Graduate credit for additional work.) [Not given in 1915-16.]

61. Aufsätze und Stilübungen.—This course leads over from 11 to 101. Particular stress is laid on the development of a language, not only correct and idiomatic, but also natural and direct, concrete and living. *Tintensprache*, *Fremdwörterseuche*, Mannerisms, Anglicisms, etc., receive much attention. Open to graduate students. Prerequisite: course 11 plus at least five other Senior College elective majors. Mj. Winter, 9:15, ASSISTANT PROFESSOR MEYER.

GROUP III. COURSES FOR TEACHERS

Upper Senior and Graduate

81. History of the German Language.—The course is arranged to meet the special needs of the teacher in the classroom. It consists of lectures and the reading of Behaghel's *Deutsche Sprache*, with frequent reference to the best-known school grammars. Open to graduate students upon consultation with the instructor. [Not given in 1915-16.]

82. Middle High German.—An elementary reading course designed (1) to give students who expect to teach a background for their knowledge of New High German, (2) to prepare students gradually for more serious work in linguistics or literature. Practice in German composition is afforded by translation in the modern idiom. Weinhold's *Mittelhochdeutsches Lesebuch* and Michel's *Mittelhochdeutsches Elementarbuch* will be used. [Not given in 1915-16.]

83. German Word-Composition and Syntax.—A course especially intended for teachers of German, consisting of (a) an examination of, and exercises in, the use of prefixes, infixes, and suffixes in the formation of the modern German vocabulary, (b) a similar consideration of the uses of *Umlaut* and *Ablaut* in modern German, and (c) a study of, and exercises in, the more advanced grammar of the language. Open to graduate students upon consultation with the instructor. [Not given in 1915-16.]

91. The History of Old Norse-Icelandic Literature.—Lectures. Mogk, *Geschichte der altnordisch-isländischen Literatur*. An outline of the history of Old Norse-Icelandic literature from its oldest monuments to the beginning of the Modern period, with special reference to its influence on modern English, German, and Scandinavian literature. The ability to read Icelandic is not a prerequisite. [Not given in 1915-16.]

93. Life and Culture in the Scandinavian Countries during the Middle Ages.—A study of the public and private life of the Scandinavian peoples from the earliest records to the introduction of printing. Their dwellings, means of subsistence, government, laws, family relations, views of life, mythology, religion, literature, arts, colonies, voyages, relations to foreign countries, and their influence and rôle in the mediaeval world will be studied on the basis of the material furnished by the prehistoric antiquities, the Icelandic sagas, Eddic and scaldic poetry, the laws, Saxo Grammaticus' *Historia Danica*, etc. Lectures and assigned readings. Mj. Summer, 10:45, ASSISTANT PROFESSOR GOULD.

97. The Teaching of German in Secondary Schools.—The object of this course is (1) to acquaint the teacher with the new methods and their application to the teaching of pronunciation, grammar, composition, reading, and translation; (2) to discuss the subject of textbooks. Mj. Summer, 9:00, MR. WEIGEL.

98. The Teaching of German Literature.—A discussion of the choice of texts, the use of literary commentaries, the value of student reports upon assigned supplementary reading, and the use of oral quizzes upon prescribed topics. This and similar theoretical discussion is undertaken in connection with the reading of selections from the German classics, Wieland, Herder, Goethe, and Schiller. [Not given in 1915-16.]

99A. Leben und Kultur Deutschlands in der Gegenwart.—Häusliches und gesellschaftliches Leben, Sitten und Gebräuche, Erziehung, Deutschlands ökonomische und soziale Entwicklung, das Theater, die gegenwärtige deutsche Dichtung. [Not given in 1915-16.]

99B. *Geschichte der deutschen Kultur seit 1633.*—Vorlesungen über die Entwicklung des geistigen und künstlerischen Lebens in Deutschland vom Ausgang des 30 jährigen Kriege bis zur Neuzeit. [Not given in 1915–16.]

III. GRADUATE COURSES

GROUP I. COURSES IN LANGUAGE AND LANGUAGE HISTORY

101. *Deutscher Satzbau und Stil.*—A sequent of course 11. The aim of the work is to develop an instinct for idiom and an active sense of the niceties of style, by discussing, varying, and independently reproducing passages from great stylists of the nineteenth century. Open to Senior College students who have had in addition to German 11 at least six elective majors in German. [Not given in 1915–16.]

103. *Gothic.*—A consideration of Gothic phonology, morphology, and syntax in connection with the reading of selections from the Bible-translation of Wulfila. Mj. Summer and Autumn, 1:30, PROFESSOR WOOD.

104. *Old High German.*—The reading of selections from Braun's *Althochdeutsches Lesebuch*, with reference to the same author's *Althochdeutsche Grammatik*. This course is a natural sequent of course 103. Mj. Winter, 1:30, PROFESSOR WOOD.

105. *Middle High German.*—An introductory course that includes discipline in phonology, morphology, and syntax, derived from the critical reading of Hartmann von Aue, *Der arme Heinrich* (ed. Wackernagel-Toischer). Incidental practice in German prose composition is afforded by translation of the mediaeval into the modern idiom. Mj. Spring, 1:30, PROFESSOR WOOD.

106. *Early New High German.*—After a rapid survey of the Middle High German grammar, the forms of the transition period will be studied in the works of Albrecht von Eyb, Geiler von Kaisersberg, Luther, Johannes Fischart, and others. [Not given in 1915–16.]

107. *Geschichte der deutschen Sprache.*—Vorlesungen im Anschluss an Behaghel's Artikel in Paul's *Grundriss*, 12, pp. 650–780. Eine zusammenhängende Entwicklungsgeschichte der hochdeutschen Schriftsprache. Kenntnis des Gotischen, Althochdeutschen, und Mittelhochdeutschen wird vorausgesetzt. [Not given in 1915–16.]

108. *Lectures on Germanic Philology.*—Knowledge of at least two Germanic dialects is a prerequisite. Mj. Summer and Autumn, 2:30, PROFESSOR WOOD.

109. *Old Saxon.*—The work will be based on Holthausen's *Altsächsisches Elementarbuch*. Equally valuable for the student of English and of German. [Not given in 1915–16.]

110. *Middle Low German.*—The work will be based on Lübbers's *Mittelniederdeutsche Grammatik*. [Not given in 1915–16.]

111. *Middle Dutch.*—The work will be based on J. Franck, *Mittelniederländische Grammatik*. [Not given in 1915–16.]

112. *Icelandic.*—The work will be based on B. Kahle, *Altisländisches Elementarbuch*. A knowledge of Gothic is desirable. Mj. Autumn, 9:15, ASSISTANT PROFESSOR GOULD.

113. *Old Frisian.*—The work will be based on W. Heuser, *Altfriesisches Lesebuch*. Mj. Spring, 2:30, PROFESSOR WOOD.

Seminars

251. *Problems in Germanic Philology.*—With a Gothic text for a basis, this course aims to show the relation between Germanic and the other Indo-European languages, and the interrelation of the Germanic languages. Problems in phonology, morphology, and semantics will be studied. Mj. Winter, W., 2:30–4:30, PROFESSOR WOOD.

252. *Investigations in Old High German Dialects.*—A careful study of specimens of the principal Old High German dialects with reference to their relation to Germanic and to one another. [Not given in 1915–16.]

253. For candidates for the Doctor's degree whose major work is linguistics. Mj. Hours to be arranged. PROFESSOR WOOD.

GROUP II. COURSES IN LITERATURE

141A. Survey of German Literature to the End of the Thirteenth Century.—Mj. Autumn, 11:45, ASSOCIATE PROFESSOR ALLEN.

141B. Survey of German Literature from the Early Fourteenth Century to the Middle of the Eighteenth Century.—Mj. Winter, 9:15, PROFESSOR CUTTING.

141C. Survey of German Literature from Lessing to the Death of Goethe.—[Not given in 1915-16.]

145. Germanische Mythologie.—Vorlesungen mit Zugrundelegung von Mogk's Artikel in Paul's *Grundriss*. [Not given in 1915-16.]

146. Old Norse-Icelandic Prose.—The rapid reading of selected prose texts. This course is intended to give the student facility in reading, and introduce him to the literary and archaeological problems of Scandinavian philology. The selections will represent different classes of literature, and will vary from year to year. Prerequisite: course 112. Mj. Winter, 11:45, ASSISTANT PROFESSOR GOULD.

147. Old Norse-Icelandic Poetry.—The critical reading of selected poems from the so-called Elder Edda, with a consideration of related material in other European literatures. The critical reading of a few selected scaldic poems. Prerequisite: course 112. Mj. Spring, 11:45, ASSISTANT PROFESSOR GOULD.

149. History of Literature in Europe from 800 to 1100.—Mj. [Not given in 1915-16.]

150. Geschichte der mittelhochdeutschen Litteratur.—Vorlesungen mit Uebungen. [Not given in 1915-16.]

151. The German Popular Epic: The Nibelungenlied.—A critical study of its legendary and mythological background, of its composition, and of its language. Some knowledge of Middle High German is a prerequisite for the course. [Not given in 1915-16.]

152. The Germanic Epic.—A survey of Early Germanic balladry will be followed by the reading and study of selected passages from the mediaeval romances and popular epics. Papers will be prepared by members of the class. [Not given in 1915-16.]

153. The German Court Epic: Hartmann von Aue.—A critical reading of his *Iwein* with reference to its old French prototype. [Not given in 1915-16.]

154. Walther von der Vogelweide.—Vorlesungen über sein Leben und seine Werke unter Berücksichtigung seiner Beziehungen zu früheren und späteren Dichtern. [Not given in 1915-16.]

155. Minnesangs Frühling.—A study of Minnesang based upon the reading and interpretation of Lachmann and Haupt's collection. [Not given in 1915-16.]

160. Deutsche Kulturgeschichte vom Jahre 1200 zum Jahre 1550.—Lectures upon the great cultural movements of this period within the bounds of the old German Empire. [Not given in 1915-16.]

161. Berthold von Regensburg.—A study of Middle High German prose style. Mj. Autumn, 9:15, PROFESSOR CUTTING.

162. The German Volkslied.—A study of its genesis and influence upon modern German poetry. Mj. Spring, 11:45, ASSOCIATE PROFESSOR ALLEN.

163A. The Older German Volkslied.—A history of German popular song from the earliest times to the end of the sixteenth century. Character and origin of the *Volkslied*. Consideration of its importance in the history of German life, art, and literature. [Not given in 1915-16.]

163B. Renaissance of the German Volkslied in the Eighteenth and Nineteenth Centuries.—Its influence upon the poetical writings of Goethe, the Romantic School, and the Swabian School. A contribution to the history of the development of the modern German lyric and ballad. [Not given in 1915-16.]

171. Schiller's Earlier and Later Theory of the Drama.—A discussion of the ripening views of the dramatist in the light of his earlier and later theory and practice. [Not given in 1915-16.]

177. Herder and the Humanistic Movement in the Eighteenth Century.—[Not given in 1915-16.]

178. Goethe's "Werthers Leiden."—A critical account of the sources, the intrinsic significance, and the literary structure of the work. [Not given in 1915-16.]

179. Goethe's "Wilhelm Meister."—An examination of its relation to the poet's life and thought. [Not given in 1915-16.]

180. The Romantic School.—A systematic attempt to give an account of the development and gradual differentiation of the romantic *Weltanschauung* in the creative and theoretical works of the Romantic School. [Not given in 1915-16.]

181. Relations between Literature and Philosophy, from the Death of Lessing to 1848.—The classical era of German literature, and the Romantic movements in Germany, England, and France cannot be understood without a study of the principal tendencies in contemporaneous philosophic thought. It is to fill the gap between technical courses in Philosophy of this period on the one hand, and purely literary courses on the other, that this course is offered. Lectures in English, assigned reading, and reports. [Not given in 1915-16.]

182A. Bibliography of Modern German Literature.—An introduction to the use of bibliographical helps and methods in the study of modern German literary history. Open to advanced Senior students upon consultation with the instructor. Mj. Summer, 8:00; Autumn, 8:15, ASSISTANT PROFESSOR VON NOÉ.

182B. Historiography of Modern German Literature.—The course aims to give a bibliographical history of German literary criticism and research (Problemgeschichte). Mj. Winter, 9:15, ASSISTANT PROFESSOR VON NOÉ.

183. Das junge Deutschland.—Die litterarische Bewegung von etwa 1830 bis 1840 in Deutschland. [Not given in 1915-16.]

184. Das Weib in mittelalterlichen Geschichten.—Mittelhochdeutsche Schriftsteller wie der Stricker, Herrant von Wildonie, Jans Enenkel (Hagens *Gesamtabenteuer*, etc.) bilden den Ausgangspunkt für die Untersuchung. Zusammengehörige Gruppen von Geschichten werden herausgegriffen, damit zusammenhängende kulturelle, zeit- und volkpsychologische Momente, die die Stellung der Frau beleuchten, besprochen, und vor allem die Verzweigungen der Themata in den verschiedenen Litteraturen verfolgt, wo immer möglich unter Zurückführung auf antike oder orientalische ursprüngliche Formen. Mj. Spring, 9:15, ASSISTANT PROFESSOR MEYER.

190. The Literary Relations between England and Germany in the Eighteenth Century.—This course should appeal especially to those students who make English their minor and to those who make English their major and German their minor. The main subjects treated are Addison's *Spectator* and its numerous German imitations; Milton's influence; the influence of English satire in Germany; the part Shakspeare played in the old German drama and dramatic criticism, especially in the case of Lessing and the Storm and Stress; Pope, Young, Thompson, and Dryden; Ossian and Percy's *Reliques*; the *Robinsonaden*; the imitations of Sterne, Richardson, and Fielding; the countercurrent during the last two decades of the century, especially Bürger's *Lenore*, Schiller's *Räuber*, and Goethe. [Not given in 1915-16.]

204. History of the German Novel.—A survey in outline of the development of German prose fiction from mediaeval times to Goethe will precede an intensive study of the trend of the novel from *Werther* to the present. Mj. Summer, 10:30, ASSOCIATE PROFESSOR ALLEN.

205. Das deutsche Drama von den ersten Anfängen bis zum Jahre 1550.—[Not given in 1915-16.]

206. History of the German Drama in the Seventeenth and Eighteenth Centuries.—A study of Romance pseudo-classical influences in Germany, and of the growth of the national drama of the eighteenth century. [Not given in 1915-16.]

210. The Modern German Drama.—The evolution of sociological and artistic tendencies in the modern drama beginning with Ibsen. [Not given in 1915-16.]

211. Technique of the Drama since Lessing.—[Not given in 1915-16.]

212. The Modern German Novel.—[Not given in 1915-16.]

214. The German Court Epic: Wolfram von Eschenbach.—A critical reading of his *Parzival*. [Not given in 1915-16.]

215. The German Court Epic: Wolframs von Eschenbach "Willehalm."—A comparative study of the poem and its sources. [Not given in 1915-16.]

216. German Essays and Essayists in the Nineteenth Century.—[Not given in 1915-16.]

217. Contemporary Lyric Poetry.—A study of the chief German lyric of the recent past and present. [Not given in 1915-16.]

218. The Development of Modern Realism in German Literature.—Based upon the reading of the German dramas that illustrate the progressive development of modern realism. Mj. Summer, 11:30, PROFESSOR CURME.

SEMINARS

240. Pro-Seminar.—Methods of graduate work. ‡Mj. Summer, M., 1:30-3:30, ASSOCIATE PROFESSOR ALLEN and other members of the Department.

260. The Germanic Epic.—Mj. Winter, W., 4:00-6:00, ASSOCIATE PROFESSOR ALLEN.

261. Lyric Origins in Germany.—A comparison of the theories of extraneous origin for Minnesang, together with an investigation of early German folk-poetry and of the lyrics in the *Carmina burana*. A knowledge of Latin and French, while highly desirable, is not a prerequisite of this course. ASSOCIATE PROFESSOR ALLEN. [Not given in 1915-16.]

262. Das englische Drama in Deutschland im 16. und 17. Jahrhundert.—Ein vergleichendes Studium der englischen und der deutschen Bühne unter Berücksichtigung der englischen Komödianten und ihrer Nachfolger. PROFESSOR CUTTING. [Not given in 1915-16.]

263. Lessing's Theory of the Drama.—An examination of Lessing's writings for evidence as to his earlier and later views on plot, motivation, characters, tragedy, comedy, etc. PROFESSOR CUTTING. [Not given in 1915-16.]

264. Goethe's "Faust" I and II.—Problems connected with the genesis and interpretation of the poem. Mj. Spring, W., 4:00-6:00, PROFESSOR CUTTING.

265. The Mediaeval Lyric and Ballad.—ASSOCIATE PROFESSOR ALLEN. [Not given in 1915-16.]

266. Heine und Uhland.—A study of the Romantic lyric as exemplified in Wilhelm Müller and Eichendorff will precede an investigation of the sources and literary technique of the poems of Heine and Uhland. ASSOCIATE PROFESSOR ALLEN. [Not given in 1915-16.]

267. The German Novel.—An investigation of several problems in connection with the evolution of prose fiction in Germany during the seventeenth and eighteenth centuries. ASSOCIATE PROFESSOR ALLEN. [Not given in 1915-16.]

268. Der junge Goethe, 1749-1775.—PROFESSOR SCHÜTZE. [Not given in 1915-16.]

269. The German Forerunners of Naturalism.—Problems covering the period from the Storm-and-Stress Movement to the beginning of the works of Hauptmann. PROFESSOR SCHÜTZE. [Not given in 1915-16.]

270. The Romantic School.—PROFESSOR SCHÜTZE. [Not given in 1915-16.]

271. The Drama of Romanticism.—PROFESSOR SCHÜTZE. [Not given in 1915-16.]

272. The Technique of the Modern Drama.—PROFESSOR SCHÜTZE. [Not given in 1915-16.]

273. Goethe's "Wilhelm Meister."—PROFESSOR SCHÜTZE. [Not given in 1915-16.]

274. Goethe and Schiller, 1790-1895.—PROFESSOR SCHÜTZE. [Not given in 1915-16.]

275. The History and Theory of the German "Lied" from Opitz to the Present.—Mj. Autumn, W., 4:00-6:00; Mj. Winter, W., 4:00-6:00, PROFESSOR SCHÜTZE.

XV. THE DEPARTMENT OF THE ENGLISH LANGUAGE AND LITERATURE

OFFICERS OF INSTRUCTION

JOHN MATTHEWS MANLY, PH.D., Professor and Head of the Department of English.

WILLIAM CLEAVER WILKINSON, D.D., Professor (Emeritus) of Poetry and Criticism.

WILLIAM DARNALL MACCLINTOCK, A.M., Professor of English.

MYRA REYNOLDS, PH.D., Professor of English.

ROBERT HERRICK, A.B., Professor of English.

ROBERT MORSE LOVETT, A.B., Professor of English.

ALBERT HARRIS TOLMAN, PH.D., Professor of English.

JAMES WEBER LINN, A.B., Associate Professor of English.

TOM PRINCE CROSS, PH.D., Associate Professor of English and Celtic.

PERCY HOLMES BOYNTON, A.M., Associate Professor of English.

EDITH FOSTER FLINT, PH.B., Associate Professor of English.

DAVID ALLAN ROBERTSON, A.B., Associate Professor of English.

CHARLES READ BASKERVILL, PH.D., Associate Professor of English.

THOMAS ALBERT KNOTT, PH.D., Assistant Professor of English.

JAMES ROOT HULBERT, PH.D., Assistant Professor of English.

CARL HENRY GRABO, PH.B., Instructor in English.

DAVID HARRISON STEVENS, PH.D., Instructor in English.

GEORGE WILBY SHEERBURN, A.M., Instructor in English.

EVELYN MAY ALBRIGHT, A.M., Instructor in English.

STELLA WEBSTER MORGAN, PH.M., Instructor in English.

FELLOWS, 1915-16

DUDLEY DAVID GRIFFITH, A.B.

LOIS WHITNEY, A.M.

HELEN SARD HUGHES, A.M.

ELIZABETH WILLSON, A.M.

JOHN MARCELLUS STEADMAN, JR., A.M.

INTRODUCTORY

The Junior Colleges.—Course 1 is required of all students in the first quarter of residence. Course 3 is required of all students having nine majors of credit. It must be taken before admission to the Senior Colleges. Students in the Junior Colleges have the following privileges of election: (a) courses 40 and 41 are open to those who have passed course 1; (b) courses 21, 28, 47, 48, 160 are open to those who have passed courses 1, 3, and 40.

A *Senior College Scholarship* in English is annually awarded on July 1 to a student who has received the Junior College certificate within the year then ending.

The award is based upon (1) standing in the courses taken, which must include courses 1, 3, 40, and 41; and (2) a special examination held in May upon the same courses. Detailed information may be obtained from the Departmental Examiner.

SEQUENCES

The following courses are intended primarily for students in the *Senior Colleges* and from them the sequences in English may be chosen:

4, English Composition; 5, 6, English Composition: Advanced Course; 7, Rhetoric and Composition for Teachers; 9, Argumentation; 9A, Oral Debates; 10, Public Address; 11, The Organization and Development of the Press; 12; 16; 18; 21, Old English: Elementary Course; 22, Old English; 28, Chaucer: *The Canterbury Tales*; 33, English Grammar for Teachers; 34a; 36, 39, 41, Shakspeare; 42, English Literature, 1557-99; 43, English Literature, 1599-1660; 44, English Literature, 1660-1744; 46, English Literature, 1744-98; 47, English Literature, 1798-1832; 48A, English Literature, 1832-92 (Poetry); 48B, English Literature, 1832-92 (Prose); 71; 72, Shakspeare's Comedies; 75, Milton; 76, The English Romantic Movement; 77, Pope: The Satires; 79, Browning and Tennyson; 80, English Literature for Teachers; 85, The Drama in England from 1600 to 1642; 87, The History of the Novel; 88, The Technique of the Modern Novel; 90, The Literary Essay in England; 91, Ballad and Epic Poetry; 130, Pre-Raphaelitism in English Literature; 140, The Technique of the Drama; 141; 142; 160, American Literature; 175.

The following courses, though intended primarily for graduates, are open to properly qualified Senior College students, and may be selected as part of the principal sequence:

23, Old English: Poetry; 26, Early Middle English; 27, Later Middle English; 69, The Life and Works of Spenser; 70A, B, Shakspeare; 84, The Drama in England from 1500 to 1600.

While in general any six or nine majors chosen with reference to the student's interest, previous preparation, and future needs may properly constitute the short or long sequence, the following suggestions may be helpful:

PRINCIPAL SEQUENCES

a) General, for students of Language: courses 21, 22, 23, 26, 27, 28, 33, 34, 36, 41.

b) General, for students of Literature: courses 4, 28, 41, and six selected from the following courses: 5, 6, 42-48, 72; 75; 76; 77; 79; 85, 87, 90, 91, 130, 140, 142; 160.

c) For teachers: courses 4, 7, 12; 16; 18; 23, 33, 34; 36; 41, 80.

d) In preparation for Journalism: courses 4, 5, 6, 9, 10, 11, 16, 41, 142.

SECONDARY SEQUENCES

a) General: courses 4, 41, and four of the courses 42-48, 87, 90, and 160.

b) For Law students: courses 4, 5, 9, and 9A, 10, 16; 18, 41.

c) For students of Modern Language whose principal sequence is in Romance or German: courses 21, 22, 23, 26, 27, and 28.

d) For students of Modern Literature whose principal sequence is taken in Romance or German: courses 28, 41, and four others chosen according to the period studied.

For combined sequences in the Modern Language Group, see pp. 227-28.

A special *Graduate Scholarship* in English is annually awarded on July 1 to a student who has received the degree of Bachelor from the University of Chicago within the year then ending. The award is based upon (1) standing in the courses in English taken, which must include at least five elective majors in the Senior Colleges; and (2) a special examination held in May. The examination in 1915 will be upon the following courses: 21, 22, 28, 42, 43, 44, 46, 47, 48, 85, 160. The student may choose any five of these as the basis of his examination. More detailed information may be obtained from the Departmental Examiner.

The Graduate Schools.—Graduate students who did not as undergraduates devote special attention to English should select their work at first from the courses intended primarily for Senior College students. Some familiarity with English studies is presupposed in the courses intended primarily for graduate students. The following courses, though intended primarily for undergraduates, may be taken by graduate students and will be credited toward the higher degrees: 5, 6, 21, 22, 28, 33, 34A; 36, 42, 43, 44, 46, 47, 48, 71, 72, 75, 76A; 77; 79, 85, 87, 88, 90, 91, 130, 140, 141; 142; 160. The following courses are intended primarily for graduate students and are open to all who are properly equipped for them in knowledge and experience in study: 23, 24, 25, 26, 27, 29, 34, 35B, C, 37, 38, 39, 50, 51, 52, 54, 56, 57, 60, 69, 70, 73, 76, 83, 84, 86, 89, 102, 103, 160, 161, 170, 180.

The requirements of the Master's degree in English may be stated as follows:

1. *Residence and college courses.* Three quarters' residence in the Graduate School, eight majors of graduate work.

2. *Dissertation.* A paper showing the results of special and detailed study of some approved subject.

3. *Examination.* An oral examination conducted by three or more members of the Department.

1. The year of graduate study necessary to the Master's degree is supposed to follow the equivalent of nine majors (twelve to fifteen year hours) of work in English, distributed through the undergraduate period, in addition to the required courses in composition, and the introductory course in literature. Students who enter the graduate schools without this preparation cannot expect to fulfil the requirements for the Master's degree in three quarters. This undergraduate study of English represents roughly the attainment of a student who elects his major sequence in that Department in the University of Chicago. The student should also possess as part of his equipment a reading knowledge of at least one modern language.

In the graduate year, the student should choose some one period or form for special study: e.g., Old English; Middle English; the Renaissance; the Restoration and early eighteenth century; the later eighteenth and early nineteenth century; the later nineteenth century; American literature. The period or form chosen will naturally determine the choice of material for his dissertation, and constitute the major subject of his examination. It is expected that a third to a half of the year's work (three or four majors) will be given to this special work.

The advanced courses in English composition, and those for teachers, may be counted toward the Master's degree, provided they do not take the place of courses necessary to the mastery of the primary or secondary subject. Courses in other departments may be counted as part of the year's residence work toward

the degree, provided the student's undergraduate course in modern language has been sufficient to anticipate a part of the graduate requirement.

2. The dissertation is intended primarily to test the candidate's ability in original investigation or in independent thought in organizing material already known. It must be presented to the Head of the Department six weeks before the Convocation at which the candidate desires to receive the degree. A dissertation not thorough in organization and clear in style will not be accepted.

3. The examination will take particular account of the primary and secondary subjects, but it is not confined to them, or to courses taken. A preliminary examination covering the history of English Literature will be given early in January, for students who present themselves as candidates for the degree within the next three quarters.

The Doctor's degree.—All candidates for the Doctor's degree in English, whatever may be their special field of work, must have a good knowledge of the general history of English literature and a fair equipment in Old and Middle English. The minimum requirement in the former may be roughly indicated as represented by courses 36, 42, 43, 44, 46, 47, 48, 70A, B, 85, 150, 160; this minimum is permitted only to those whose special interest is in linguistic study and who consequently take as their secondary subject either Germanic or Romance Philology; such students will of course take special linguistic courses in English. The minimum requirement in linguistic work for students whose special interest lies in the study of literature and literary history may be roughly indicated as given in courses 21, 22, 23, 26, 27, 28, 34.

Students in this group are strongly advised to choose their secondary subject with immediate reference to its usefulness in the field to which they intend to devote special attention. Of prime importance to those who aim at a broad and enlightened knowledge of English literature in its greatest manifestations is a knowledge of the Greek, the Latin, the Romance, and the German literatures. The relative importance of these varies in accordance with the field of English literature chosen for special study; but a sound knowledge of English literature and a just appreciation of its phenomena are impossible without a considerable acquaintance with at least one of the other great literatures of the civilized world and without some knowledge of the currents of foreign thought which were most influential in England during the period chosen for special study. The Head of the Department and the other instructors will be glad to discuss with candidates their special interests and plans.

A satisfactory dissertation upon a subject approved by the Head of the Department must be presented at least three months before the Convocation at which the candidate wishes to receive the degree. After the dissertation has been accepted, the candidate must present himself for a special public examination in accordance with the general regulations of the University.

The Doctor's degree is not conferred merely for faithful and accurate work, however great in amount; the candidate must exhibit some capacity for investigation and independent thought. The requirements cannot therefore be stated in terms of years or courses. Three years are, however, usually necessary for a competent student who enters the Graduate School with a good equipment.

Students who wish to prepare themselves for teaching English are advised to elect, as undergraduates, at least two courses in the English language, 21 and 28

(and if possible 34), one elective course in English composition (4 or 9), two courses in the teaching of English (7 and 80), and further courses in English literature, including 41 and 160.

COURSES OF INSTRUCTION

I. COURSES IN RHETORIC AND ENGLISH COMPOSITION

The following courses in rhetoric and English composition are designed to give the student such training as he needs in expression and organization of thought in order to deal satisfactorily with the material of other departments of study. He is required to take English 1 in his first quarter, and English 3 in his second year of residence. These courses are prerequisite to higher courses in composition. English 4 is given in two sections in which the emphasis is laid respectively on literary quality and on organization of material. English 9, 9A, and 10 are arranged to give a full year's course in the organization of material and the written and oral expression of it. These courses may be elected to supplement English 4, or in place of it. One of these elective courses in composition is invariably required as part of the primary or secondary sequence in English. English 5 and 6 are intended for those who wish to specialize in English composition for literary or professional reasons.

GROUP I. FOR THE JUNIOR COLLEGES

1. Rhetoric and English Composition: Introductory College Course.¹—Short themes and exercises weekly. Mj. every Quarter. Summer, 9:00, Miss ALBRIGHT and Miss MORGAN; Autumn, 9:15 and 2:30, ASSOCIATE PROFESSORS LINN and FLINT, and MESSRS. GRABO, SHERBURN, STEVENS, Miss ALBRIGHT, and Miss MORGAN; Winter, 9:15 and 2:30, Miss ALBRIGHT and Miss MORGAN; Spring, 9:15, Miss ALBRIGHT and Miss MORGAN.

Required of all students in the Junior Colleges. Course 1 must be taken immediately after entrance to the University.

2. English Composition.—For students conditioned in English 1. Winter and Spring, Tu. and Th., 1:30.

3. English Composition.—Required of all candidates for degrees who have completed nine majors in the Junior Colleges, including English 1. Mj. every Quarter. Summer, 10:30, Mr. SHERBURN and Miss ALBRIGHT; Autumn, 10:45 and 3:30, ASSOCIATE PROFESSORS LINN, BOYNTON, FLINT, and ROBERTSON, and MESSRS. GRABO, SHERBURN, and STEVENS; Winter, 10:45 and 3:30, MESSRS. GRABO, SHERBURN, and Miss ALBRIGHT; Spring, 10:45 and 3:30, Dr. STEVENS, Miss ALBRIGHT, and Miss MORGAN.

GROUP II. FOR THE SENIOR COLLEGES

4A, B. English Composition.—Daily and longer themes. Open to students who have passed English 1 and 3. In 4A the emphasis is upon narration; in 4B upon exposition. Mj. Summer, 10:30, Mr. GRABO; Autumn (4A), 10:45, PROFESSOR LOVETT; Winter (4B), 9:15, ASSOCIATE PROFESSOR LINN, (4A), 10:45, ASSOCIATE PROFESSOR FLINT; Spring, (4A), 10:45, ASSOCIATE PROFESSOR FLINT, (4B), 10:45, ASSOCIATE PROFESSOR LYMAN.

5, 6. English Composition: Advanced Course.—Courses 5 and 6 should be elected as a whole. These courses are open to students in the Senior Colleges and the Graduate School who have attained a high grade in courses 1, 3, and 4, or who otherwise satisfy the instructor as to their ability. Mj. Summer, 10:30, PROFESSOR LOVETT and Mr. GRABO; 2Mjs. Winter and Spring, 2:30, PROFESSORS HERRICK and LOVETT.

¹ Limited credit course. See p. 112

7. The Teaching of Composition in the Secondary School.—This course deals with the aims, the organization, and the methods of procedure in written and in oral composition. Prerequisite: at least two majors in composition. M. Summer, First Term, 8:00, ASSOCIATE PROFESSOR LYMAN; repeated, Second Term, 9:00; Mj. Spring, 8:15, ASSOCIATE PROFESSOR LYMAN.

9. Argumentation.—English composition with emphasis upon structure and substance of argument. Brief-drawing, analysis, evidence, refutation developed through their application to topics in representative fields of thought. M. Winter, M., 3:30–5:30, ASSOCIATE PROFESSOR LYMAN.

9A. Debating.—Oral application in class debates of the principles developed in English 9. Each student will participate in three debates. Prerequisite: English 9. M. Winter, W., 3:30–5:30, ASSOCIATE PROFESSOR LYMAN.

10. Forms of Public Address.—A study of typical forms, accompanied by a limited amount of oral presentation. Prerequisite: English 1 and English 3 or 9. Mj. [Not given in 1915–16.]

11. The Organization and Development of the Press.—[Not given in 1915–16.]

12. The Teaching of Oral English in the Secondary School.—[Not given in 1915–16.]

16. Bibliographies, Briefs, and Exposition.—Mj. [Not given in 1915–16.]

18. The Speaking Voice and English Pronunciation.—The course presents the fundamentals of English pronunciation; of articulation and enunciation. It aims to cultivate an unaffected and distinct delivery. Defects, mannerisms, and colloquialisms of speech are analyzed and corrected. Through exercises in Vocal Expression (as distinguished from "voice culture") students are trained to use the voice correctly. The principles discussed in the course should enable teachers of English and of Expression to diagnose the more common defects in the speaking voice and to make practical suggestions to their pupils for the improvement of their powers of expression. Open only to students taking a major or minor sequence in English or Public Speaking. Prerequisite: 18 majors, and three courses in English. Mj. Spring, 11:45, ASSOCIATE PROFESSOR CLARK.

II. COURSES IN OLD AND MIDDLE ENGLISH

Courses in Old and Middle English fall into well-defined groups which are arranged so as to constitute consecutive work extending over three years. As nearly as possible they ought to be taken according to the following schedule:

First year: courses 21, 22, 23 (Old English—Elementary to *Beowulf*), 28, 26, 27A, B, or C (Chaucer, Middle English Language, Special Course).

Second year: course 31 (Science of Language), German 103 (Gothic), German 104 (Old High German), German 109 (Old Saxon), Romance 46 (Old French).

Second and Third Years: Language: courses 24 (*Cynewulf*), 25 (*Caedmon*), 34 (History of Language), 35A, B, C, D (Seminar). Literature: courses 36 (Old English Literature), 39 (Middle English Literature), 37A, B (Chaucer), 29A, B (Metrical Romances), 27D, E (Alliterative Poetry), 83 (Mediaeval Drama), 27A, B, or C (credit for a different subject).

If possible, course 150 (Bibliography) should be taken by all graduate students in their first year. The courses recommended for second or third year are usually offered only in alternate years.

Attention is called to Comparative Philology 1, *General Introduction to the Study of Language*, given in the Spring Quarter.

21. Old English (beginning course).—The prose in Bright's *Anglo-Saxon Reader*, and elementary grammar. Mj. Summer, 9:00, ASSISTANT PROFESSOR HULBERT; Autumn, 9:15, ASSISTANT PROFESSOR KNOTT.

22. Old English: Poetry.—The poems in Bright's *Reader*, and the first thousand lines of *Beowulf*. Study of meter and characteristics of Old English Poetry. Mj. Winter, 9:15, ASSISTANT PROFESSOR KNOTT.

23. Old English: "Beowulf." Reading of the text and examination of some of the problems connected with the poem. Mj. Spring, 9:15, ASSISTANT PROFESSOR KNOTT.

24. Old English: "Cynewulf."—Rapid reading from poems, and study of problems. Graduate students only. Mj. Autumn, 10:45, ASSISTANT PROFESSOR KNOTT.

25. Old English: The Pseudo-Cadmonian Poems.—Reading of all the poems, and examination of problems. Graduate students only. [Not given in 1915-16.]

26. Early Middle English.—Emerson's *Middle English Reader*. Special attention will be given to the grammatical development of the language and to dialectology. For graduate students only. Prerequisite: English 21 and 28. Mj. Winter, 10:45, ASSISTANT PROFESSOR KNOTT.

27A, B, C. Middle English: Special Course.—Study of a single work; linguistic and textual problems, sources, literary relationships, authorship, etc. In the Summer, 1915, (B) *The Debate between the Body and the Soul*, and in the Spring, 1916, (A) *Sir Gawain and the Green Knight* will be studied; in 1916-17, (B) *The Debate between the Body and the Soul*; in 1917-18, (C) *Piers the Plowman*. Prerequisite: English 26. Graduate students only. Mj. Summer, 10:30; ASSISTANT PROFESSOR KNOTT, Spring, 10:45, ASSISTANT PROFESSOR HULBERT.

27D, E. Middle English Alliterative Poetry Exclusive of "Piers the Plowman."—Special problems. For graduate students only. 2Mjs. [Not given in 1915-16.]

28. Chaucer: "The Canterbury Tales."—An introductory course for students who have had no training in Middle English. Only graduate and advanced Senior College students. Mj. Summer, 11:30, ASSISTANT PROFESSOR KNOTT; Autumn, 11:45, ASSISTANT PROFESSOR HULBERT.

29A, B. English Metrical Romances.—Study of texts. For graduate students only. 2Mjs. [Not given in 1915-16.]

31. The Science of Language.—Mj. [Not given in 1915-16.]

33. English Grammar for Teachers.—Mj. Spring, 10:30, PROFESSOR TOLMAN.

34A. The History of the English Language (for undergraduates).—A general survey of the development of the English language; its relations to other languages; the chief periods; the development of forms, sounds, and meanings; foreign influences. No prerequisite. Mj. Summer, 8:00, ASSISTANT PROFESSOR HULBERT; Autumn, 10:45, ASSISTANT PROFESSOR HULBERT.

34B. The History of the English Language (for graduates.)—The object of this course is to co-ordinate, organize, and supplement the knowledge given in the more fundamental courses in Old and Middle English, and to examine the development of the language to modern times. Prerequisite: English 23 and 26. Mj. Spring, 10:45, ASSISTANT PROFESSOR KNOTT.

35A, B, C, D. Old English: Seminar.—In different years, the study of Old English phonology, morphology, dialects, and syntax will be considered. In 1915-16 the subject will be (C) Old English Dialects. Students will be admitted only after consultation with the instructor. For graduate students only. Mj. Winter, 3:30, ASSISTANT PROFESSOR HULBERT.

36. The History of Old English Literature.—From the earliest remains to the Norman Conquest. Lectures and readings, largely in translation. Prerequisite: English 21. Mj. Winter, 2:30, ASSISTANT PROFESSOR HULBERT.

37. Chaucer.—Rapid reading and discussion of his works. Primarily for graduate students. Prerequisite: English 28. Mj. Summer, 3:30, PROFESSOR MANLY.

38. Pseudo-Chaucerian Pieces.—Studies of some of the prose and verse falsely ascribed to Chaucer by the earlier editors. Prerequisite: the ability

to read Middle English and Old French and a good knowledge of the genuine works of Chaucer. For graduate students only. Mj. [Not given in 1915-16.]

39. The History of Middle English Literature.—Lectures and extensive reading, and some examination of problems. Mj. Spring, 1:30, ASSOCIATE PROFESSOR CROSS.

III. COURSES IN ENGLISH LITERATURE

These courses are designed to give the student a knowledge of the history of English Literature, at first in general (40), then in detail (courses 42-48, 84, 85, 87, 160), and finally in such minuteness as is necessary to furnish him with material for advanced studies and research. English 40 is advised for all students who have not had a thorough course in the history of English literature in the high school. English 41, 42-48, 75, 79, 85, 87, 88, 90, 91, and 160 are designed especially to give training in methods of literary study and presentation of results. Of these, 41, 47, 48, 87, 88, 140, and 160 are recommended for undergraduates; 42-46, 75, 90, and 91 for graduates who need such training.

40. An Introduction to English Literature.¹—Required readings arranged chronologically to reflect the historical development of English literature. Study of literary forms, prose style, and versification. Prerequisite: English 1. Mj. Summer, 9:00, ASSOCIATE PROFESSOR CROSS; Autumn, 9:15, PROFESSOR MACCLINTOCK; Winter, 9:15 and 2:30, ASSOCIATE PROFESSORS BOYNTON AND FLINT, AND MESSRS. GRABO AND SHERBURN; Spring, 9:15, ASSOCIATE PROFESSORS LINN AND FLINT AND DR. STEVENS.

41. Shakspeare.—The reading and interpretation of representative plays. Mj. Summer, 11:30, ASSOCIATE PROFESSOR ROBERTSON; Autumn, 11:45, ASSOCIATE PROFESSOR CROSS; Winter, 11:45, PROFESSOR MACCLINTOCK AND ASSOCIATE PROFESSOR CROSS; Spring, 11:45, PROFESSOR TOLMAN, ASSISTANT PROFESSOR HULBERT.

GROUP I. FOR THE SENIOR COLLEGES AND THE GRADUATE SCHOOL

Courses 42-48 cover with some minuteness the history of English literature from the beginning of the modern period down to the present time. They need not be taken in chronological order.

42. English Literature, 1557-1599.—Mj. Summer, 11:30, ASSOCIATE PROFESSOR BASKERVILL; Autumn, 11:45, PROFESSOR TOLMAN.

43. English Literature, 1599-1660.—Mj. Winter, 11:45, PROFESSOR TOLMAN.

44. English Literature, 1660-1744.—Mj. Summer, 8:00, DR. STEVENS. Spring, 8:15, PROFESSOR REYNOLDS.

46. English Literature, 1744-1798.—Mj. Autumn, 10:45, PROFESSOR MACCLINTOCK.

47. English Literature, 1798-1832.—Mj. Summer, 9:00, PROFESSOR LOVETT; Winter, 10:45, ASSOCIATE PROFESSOR LINN.

48A, B. English Literature, 1832-1892.—Mj. 48A Poetry, Spring, 10:45, ASSOCIATE PROFESSOR LINN.

50. Studies in the Literature of the Elizabethan Period, 1550-1600.—Development of literary types and ideals. For graduate students only. Prerequisite: English 42, 43, and 85 or their equivalents. 2Mjs. Autumn and Winter, M., W., 3:30-5:30, ASSOCIATE PROFESSOR BASKERVILL.

51. The Beginnings of the Renaissance and the Reformation in England.—Lectures on the main currents of literature and civilization in England from the introduction of printing to the accession of Elizabeth; with discussion of the texts in Flügel's *Neuenglisches Lesebuch*. For graduate students only. Mj. Summer, 3:30, ASSOCIATE PROFESSOR BASKERVILL.

¹ Limited credit course. See p. 112.

52. Studies in the English Drama of the Sixteenth and Seventeenth Centuries.—For graduate students only. Mj. Spring, M., W., 3:30–5:30, ASSOCIATE PROFESSOR BASKERVILL.

54. Studies in the English Heroic Play.—For graduate students only. Mj. [Not given in 1915–16.]

56. Studies in Romanticism in English Literature of the Eighteenth Century.—Tragedy from 1750 to 1800. For graduate students only. Mj. Winter, 9:15, PROFESSOR MACCLINTOCK.

57. Studies in English Literature of the Eighteenth Century.—Mj. Summer, Tu., Th., 3:30–5:30; Spring, Tu., Th., 3:30–5:30, PROFESSOR REYNOLDS.

60. Studies in English Literature of the Later Nineteenth Century.—Mj. Winter, Tu., Th., 4:30–6:30, PROFESSOR LOVETT.

69. The Life and Works of Spenser.—This course is intended primarily for graduate students, but Senior College students who have passed with credit in English 42 will be admitted. Mj. Spring, 11:45, ASSOCIATE PROFESSOR BASKERVILL.

70A. B. Shakspeare.—The plays in sequence. Mj. Autumn and Winter, 10:45, PROFESSOR TOLMAN.

71. Shakspeare's Tragedies.—Mj. [Not given in 1915–16.]

72. Shakspeare's Comedies.—Mj. Summer, 10:30, PROFESSOR MACCLINTOCK; Spring, 10:45, PROFESSOR MACCLINTOCK.

73. Problems in Shakspeare.—For graduate students only. Lectures on the treatment of texts and the history of Shaksperian scholarship. Discussion of problems. Mj. [Not given in 1915–16.]

75. Milton.—Mj. [Not given in 1915–16.]

76A. The English Romantic Movement.—Wordsworth. Mj. [Not given in 1915–16.]

77. Pope: The Satires.—Mj. Autumn, 8:15, PROFESSOR REYNOLDS.

79. Browning and Tennyson.—Mj. Summer, 8:00, PROFESSOR REYNOLDS.

80. The Teaching of Literature in the Secondary School.—Discusses the choice, arrangement, interpretation, and presentation of subject-matter and of methods suitable for high-school instruction. Prerequisite: at least two majors in literature, and, in the Summer Quarter, experience in teaching. M. Summer, First Term, 9:00, ASSOCIATE PROFESSOR LYMAN; repeated M. Second Term, 8:00; Mj. Winter, 8:15, ASSOCIATE PROFESSOR LYMAN.

83. The Mediaeval Drama.—The origins and the development of the mediaeval religious drama. For graduates only. Mj. Summer, 2:30, PROFESSOR MANLY.

84. The Drama in England from 1500 to 1600.—A study of the forms of the drama in England at the beginning of the Renaissance; of the influences which shaped the Elizabethan drama; and of the history of the drama in that period. Mj. Summer, 9:00, PROFESSOR ROBERTSON; Autumn, 11:45, ASSOCIATE PROFESSOR BASKERVILL.

85. The Drama in England from 1600 to 1642.—Mj. Winter, 11:45, ASSOCIATE PROFESSOR BASKERVILL.

86A. Representative English Comedy before 1700.—[Not given in 1915–16.]

87A, B. The English Novel.—From the Renaissance to the present time. 2Mjs. Summer, 11:30, MR. GRABO; 2Mjs. Autumn and Winter, 9:15, PROFESSOR LOVETT.

88. The Technique of the Modern Novel.—Representative English, French, Russian, and German novels will be studied with special reference to structure and technique. Ability to read French is desirable but not absolutely necessary for the course. [Not given in 1915–16.]

89. Studies in Eighteenth-Century Comedy.—For graduate students only. Mj. Autumn, Tu., Th., 3:30–5:30, PROFESSOR REYNOLDS.

90. The Literary Essay of England.—Readings of masterpieces from Bacon to Pater. [Not given in 1915-16.]

91. Ballad and Epic Poetry.—The English ballads will be studied in the complete collection of Child and Kittredge. *Beowulf* and the *Iliad* will be read in translation; other famous epics will be treated in lectures. Mj. [Not given in 1915-16.]

102. English Literary Criticism.—Theory and types developed from a study of masterpieces of English critics. For graduate students only. Mj. Summer, 11:30; Spring, Tu., Th., 3:30-5:30, PROFESSOR MACCLINTOCK.

103A, B. The Structure of English Verse.—A discussion of metrical and rhythmical theories and a historical account of English verse. 2Mjs. [Not given in 1915-16.]

130. Pre-Raphaelitism in English Literature.—For Senior College and graduate students. Mj. [Not given in 1915-16.]

140. The Technique of the Drama.—A detailed and careful study of the technique of selected plays. Open to Senior College and graduate students who have passed in course 85. [Not given in 1915-16.]

141. The Technique of Criticism.—An account of English criticism of the present day with reference to foreign influence. [Not given in 1915-16.]

142A. Contemporary Literature.—A general survey of English letters of the present day, with special reference to foreign influences. A critical study of the principles of literature as illustrated by contemporary material. Mj. Winter, 3:30, PROFESSOR HERRICK.

150. The Bibliography and Methods of English Literary History.—For graduate students only. Mj. Autumn, Tu., Th., 3:30-5:30, PROFESSOR MANLY.

160A. Early American Literature.—A study of the literature from 1607 up to and including Irving and Cooper, with special reference to the relationship of American products to English models and the development of an American point of view. Mj. Autumn, 8:15, ASSOCIATE PROFESSOR BOYNTON.

160B. American Literature in the Nineteenth Century.—A study of the New England, metropolitan, and southern poets and essayists, and the development of the novel and the short story since the Civil War. M. Second Term, Summer, 10:30, MR. SHERBURN; Mj. Summer, 1:30, MR. SHERBURN; Winter, 8:15, ASSOCIATE PROFESSOR BOYNTON; Spring, 9:15, ASSOCIATE PROFESSOR BOYNTON.

161B. Studies in American Literature: Nineteenth Century.—Mj. Spring, 8:15, ASSOCIATE PROFESSOR BOYNTON.

170. Early Irish.—Grammar. Interpretation of Old and Middle Irish texts. 2Mjs. Winter and Spring, 2:30, ASSOCIATE PROFESSOR CROSS.

175. Introduction to Celtic Literature.—Lectures on the life and literature of the early Celtic inhabitants of Britain and Ireland. Reports. Mj. Summer, 1:30; Autumn, 2:30, ASSOCIATE PROFESSOR CROSS.

180. Seminar.—For candidates for the Ph.D. degree. Mj. Autumn. Hours to be arranged. PROFESSOR MANLY.

XVI. THE DEPARTMENT OF GENERAL LITERATURE

OFFICERS OF INSTRUCTION

A. INSTRUCTORS ATTACHED TO THE DEPARTMENT OF GENERAL LITERATURE

RICHARD GREEN MOULTON, PH.D., Professor of Literary Theory and Interpretation and Head of the Department of General Literature.

GEORGE CARTER HOWLAND, A.M., Associate Professor of the History of Literature.

**B. INSTRUCTORS IN OTHER DEPARTMENTS OFFERING COURSES
IN THIS DEPARTMENT**

- JAMES HAYDEN TUFTS, PH.D., LL.D.**, of the Department of Philosophy.
- IRA MAURICE PRICE, PH.D., LL.D.**, of the Department of Semitic Languages and Literatures.
- HERBERT LOCKWOOD WILLETT, PH.D.**, of the Department of Semitic Languages and Literatures.
- JOHN MERLIN POWIS SMITH, PH.D.**, of the Department of Semitic Languages and Literatures.
- EDGAR JOHNSON GOODSPEED, PH.D.**, of the Department of New Testament and Early Christian Literature.
- WALTER EUGENE CLARK, PH.D.**, of the Department of Sanskrit and Indo-European Comparative Philology.
- PAUL SHOREY, PH.D., LL.D.**, of the Department of the Greek Language and Literature.
- FRANK JUSTUS MILLER, PH.D., LL.D.**, of the Department of the Latin Language and Literature.
- HENRY WASHINGTON PRESCOTT, PH.D.**, of the Department of the Latin Language and Literature.
- STARR WILLARD CUTTING, PH.D.**, of the Department of Germanic Languages and Literatures.
- PHILIP SCHUYLER ALLEN, PH.D.**, of the Department of Germanic Languages and Literatures.
- JOHN JACOB MEYER, PH.D.**, of the Department of Germanic Languages and Literatures.
- WILLIAM DARNALL MACCLINTOCK, A.M.**, of the Department of English.
- ROBERT MORRIS LOVETT, A.B.**, of the Department of English.
- ALBERT HARRIS TOLMAN, PH.D.**, of the Department of English.
- ROBERT HERRICK, A.B.**, of the Department of English.
- PERCY HOLMES BOYNTON, A.M.**, of the Department of English.

INTRODUCTORY

The Heads and acting Heads of Departments VIII-XVI compose the Committee of Management for Department XVI.

The Department of General Literature, formerly known as the Department of Literature (in English), has for its theoretic basis the unity of all literature. The purpose of the Department is, by its own courses and by co-operation with Departments VIII-XV, to afford facilities for the study of literature not limited by the divisions between particular languages and peoples.

The courses of the Department are open to students of the Senior Colleges and of the Graduate School of Arts and Literature. They are designed for two different classes of students: (1) those whose main work is remote from Literature, but who may desire some literary culture as an element of liberal education; (2) those who, whether in their Senior College or their graduate work, desire to specialize in literature. [Particular courses in Biblical Literature, where it is so specified, but no others, are open to students of the Junior Colleges who have completed twelve majora.]

The work of the Department falls into three sections:

I. General Literature (irrespective of divisions between particular languages), treated as a part of general culture rather than specialized study. In this section no knowledge will be assumed of any language other than English.

II. The Theory of Literature, including Literary Interpretation and Literary Criticism. For purposes of practical education it is believed to be impossible without the use of literature in translation to obtain a sufficiently wide induction from literary phenomena to make studies like these scientific. In this section knowledge of the original languages of the literatures concerned may or may not be assumed.

III. Comparative Literature, as the term is generally understood. The work of this section will assume knowledge of the original languages of the principal literatures concerned.

SENIOR COLLEGE COURSES

For Senior College courses no knowledge is assumed of any language other than English. They are designed for students who may desire, at this stage of their education, to gain an intelligent appreciation of the great landmarks of world literature, acquaintance with which is an essential of liberal education alike for those whose main interests are, and those whose main interests are not, literary.

While any course may be taken by itself, yet students are strongly recommended to select courses on some intelligent plan of grouping. Suggested groupings are given below. The courses in a group may be taken in any order, but it is desirable that No. 1 should come as early as may be practicable.

A. Group of Six Courses: presenting the field of General Literature as far as seems practicable within the two years of Senior College work: courses 1, 2, 3B, 5, 6, 40. (Modifications: One out of courses 10-15 may, if it is so desired, be substituted for any course except course 1.)

B. Group of Six Courses: dealing chiefly with modern literature, and suggested particularly for students whose main work is in Greek or Latin or Hebrew: courses 1 and 40, two out of courses 5-15, two out of courses 20-39.

C. Group of Six Courses: suggested as supplement to work done in the Department of English: courses 1, 2, 3B, 40, two out of courses 5-25.

AA. Group of Nine Courses: presenting more fully the study of literature as part of general culture: courses 1, 2, 3B, 5, 6, 40; two out of courses 10-23; one out of courses 24-39.

REQUIREMENTS FOR HIGHER DEGREES

1. Graduate students offering work in this Department as the single secondary subject for the degree of Ph.D., or as the principal subject for the degree of Ph.D., will be required to take courses in Biblical Literature and in Greek-Roman Literature, unless the Department is satisfied that adequate work in these studies has been done by the candidate previously.

2. So far as this Department is responsible for a course of work leading to a Master's degree, it is expected that such work should include (1) Theory of

Literature, (2) both Biblical and Greek-Roman Literatures. This second requirement may be waived in the case of candidates whose previous records show satisfactory acquaintance with those literatures.

3. Graduate students offering work in this Department as the single secondary subject for the degree of Ph.D. must take (a) at least two majors in Section III, (b) not less than three and not more than four majors in Section II, of which course 40 (or its equivalent) must be one.

4. Graduate students offering work in this Department as the principal subject for the degree of Ph.D. must take at least one-half of their work in Section III, this work involving knowledge of the languages of the principal literatures concerned. They will also be required to take course 40 (or its equivalent), and two more majors in Section II. [It is not found practicable at present to offer sufficient courses in Section III to render work in this Department available as principal subject for the degree of Ph.D.]

Department XVI being in its nature supplementary to the other language and literature departments (VIII-XV) it will often happen that particular courses in those departments can be substituted for, or used to supplement, courses in General Literature. This is especially the case in regard to Section III.

SEQUENCES

1, World Literature for English Readers; 2, Literary Study of the Bible; 3B, Ancient Epic and Tragedy for English Readers; 5, Dante in English; 6, The Story of Faust; 10, Dramatists of the Present Day; 11, The Short Story in Contemporary European Literature; 14, The Contemporary European Novel; 20, The Greater French Essayists and Their Bearing upon the Essay in England; 22, The Mediaeval and Modern Epic; 23, Cervantes and His Contemporaries; 24, History of Sanskrit Literature; 25, Ballad and Epic Poetry; 26-29, Old Testament Courses; 30-33, New Testament Courses; 40, Foundation Principles of the Study of Literature.

PRINCIPAL SEQUENCES

Presenting the main field of general literature: courses 1, 2, 3B, 5, 6, 40; two out of courses 10-23; one out of courses 24-39. The order is immaterial, except that course 1 should come as early as possible.

SECONDARY SEQUENCES

(The order of courses is immaterial, except that course 1 should come as early as possible.)

a) Presenting the field of General Literature as far as seems practicable within the two years of Senior College work: courses 1, 2, 3B, 5, 6, 40. (Modifications: One out of courses 10-15 may, if it is so desired, be substituted for any course except course 1.)

b) Dealing chiefly with modern literature, and suggested for students whose main work is in Greek or Latin or Hebrew: courses 1 and 40, two out of courses 5-15, two out of courses 20-39.

c) Suggested as supplementary to work done in the Department of English: courses 1, 2, 3B, 40, two out of courses 5-25.

For combined sequences in the Modern Language Group, see pp. 227-28.

COURSES OF INSTRUCTION

I. COURSES IN GENERAL LITERATURE

NOTE.—These are (unless otherwise stated) Senior College courses; but usually students may, with the approval of the instructor, obtain graduate credit by doing additional work.

NOTE.—Other departments are indicated by Roman numerals: VIII, Semitics; IX, New Testament and Early Christian Literature.

1. **World Literature for English Readers.**—This course surveys the whole field of literature as far as this has entered into the culture of the English-speaking peoples. It is designed to lay a foundation for intelligent reading in the future, partly by the presentation of illustrative masterpieces, and partly by seeking a rational scheme for selection of the "best books." Mj. Autumn, 10:45, PROFESSOR MOULTON.

2. **Literary Study of the (English) Bible.**—Avoiding questions of theology and historic criticism this course will elucidate the conception of the Bible as one of the leading literatures of the world. *Open to the Junior Colleges.* Mj. Winter, 9:15, PROFESSOR MOULTON.

3B. **Ancient Epic and Tragedy for English Readers.**—A rapid reading-course in Ancient Classical Epic and Tragedy, centering chiefly around the topic of the Trojan War. Mj. Winter, 11:45, PROFESSOR MOULTON.

5. **Dante in English.**—Readings in Dante's works, especially *The Divine Comedy*. Mj. Summer, 8:00, ASSOCIATE PROFESSOR HOWLAND.

6. **The Story of Faust.**—Goethe's *Faust* (in English), in comparison with the treatment of the same story in English and Spanish literature, and in music. Mj. Spring, 8:15, ASSOCIATE PROFESSOR HOWLAND.

10. **Dramatists of the Present Day.**—A study of the most significant authors and movements at the present day in continental Europe. Mj. ASSOCIATE PROFESSOR HOWLAND. [Not given in 1915-16.]

11. **The Short Story in Contemporary European Literature.**—Mj. Spring, 9:15, ASSOCIATE PROFESSOR HOWLAND.

14. **The Contemporary European Novel.**—The principal living novelists of Continental Europe will be studied with reference to their place in world literature. Mj. Summer, 9:00, ASSOCIATE PROFESSOR HOWLAND.

20. **The Greater French Essayists and Their Bearing upon the Essay in English Literature.**—Mj. Winter, 8:15, ASSOCIATE PROFESSOR HOWLAND.

22. **The Mediaeval and Modern Epic.**—A study of the more famous epic poems since classic times and in languages other than English. The class will read in translation the *Song of Roland*, *Orlando Furioso*, and *Jerusalem Delivered*.—Mj. Winter, 10:45, ASSOCIATE PROFESSOR HOWLAND.

23. **Cervantes and His Contemporaries.**—Studies in the classic Spanish novelists with consideration of their influence upon the development of the story of adventure and the rogue novel in English. Mj. ASSOCIATE PROFESSOR HOWLAND. [Not given in 1915-16.]

24. **History of Sanskrit Literature.**—The aim of this course is to give a brief survey of the literature of India—a literature of no small intrinsic value, and one which offers much that is of interest to the occidental student. An effort will be made to gain some intelligent appreciation of the social and intellectual conditions under which this literature was produced, and to form some conception of its place in the literature and thought of the world. No knowledge of Sanskrit or Pali is necessary, but a large amount of reading in translations will be required. Mj. Winter, 9:15, DR. CLARK.

25. **Ballad and Epic Poetry.**—The English ballads will be studied in the complete collections of Child and Kittredge. *Beowulf* and the *Iliad* will be read in translation; other famous epics will be treated in lectures. Mj. PROFESSOR TOLMAN. [Not given in 1915-16.]

26. **Isaiah, Chaps. 40-66.**—[See VIII, 61.] Mj. Winter, PROFESSOR SMITH.

27. **Ezekiel.**—[See VIII, 63.] Mj. Winter, PROFESSOR PRICE.

28. *Biblical Apocalypse*.—[See VIII, 74.] Mj. Autumn, PROFESSOR WILLETT.

30. *Beginnings of Christianity II*.—[See IX, 2.] Mj. Winter, PROFESSOR GOODSPEED.

[See also IX, 51-61.]

35, 36. *History of the Novel*.—From the Renaissance to the present day. [See XV, 87A, B.] Mj. Summer, 11:30; 2Mjs. Autumn and Winter, 9:15, PROFESSOR LOVETT.

II. COURSES IN THEORY OF LITERATURE

NOTE.—These are graduate courses, but (unless otherwise specified) open to students in the Senior Colleges.

NOTE.—Other departments are indicated by Roman numerals: I, Philosophy; XI, Greek; XII, Latin; XIV, Germanics; XV, English.

40. *Foundation Principles of the Study of Literature*.—The course is an introduction to a study of literature in general, not limited by divisions between particular languages and peoples. Emphasis will be laid on the way in which traditional ideas of the study have been modified by modern ideas of evolution and inductive science. The course will outline, successively, literary morphology, literary evolution, literary criticism, the philosophic and the artistic aspects of literature. Though a graduate course it is recommended for Senior College students who will not have the opportunity of taking it as part of their graduate work. Mj. Autumn, 9:15, PROFESSOR MOULTON.

45. *Aesthetics*.—[See I, 7.] An introduction to the history and theory of aesthetics. Mj. Spring, PROFESSOR TUFTS.

46. *Greek Literary Criticism*.—[See XI, 54.] Mj. Autumn, 3:30, PROFESSOR SHOREY.

47. *The Technique of the Latin Epic*.—[See XII, 63.] Mj. Summer, 11:30, PROFESSOR PRESCOTT.

48. *English Literary Criticism*.—[See XV, 102.] Theory and types developed from a study of masterpieces of English critics. For graduate students only. Mj. Spring, Tu., Th., 3:30-5:30, PROFESSOR MACCLINTOCK.

49. *Contemporary Literature*.—[See XV, 172A, B.] The first quarter will be devoted to a general survey of English letters of the present day, with special reference to foreign influence. The second quarter will be given to a critical study of the principles of literature as illustrated by contemporary material 2Mjs. Winter and Spring, 3:30, PROFESSOR HERRICK.

III. COURSES IN COMPARATIVE LITERATURE

NOTE.—These are graduate courses.

60. *Virgil and Homer*.—[See XI, 52.] M. Summer, Second Term, 1:30, PROFESSOR SHOREY.

61. *Shakespeare and the Classics*.—[See XI, 53.] M. Summer, Second Term, 2:30, PROFESSOR SHOREY.

62. *Ovid: "Metamorphoses"*.—[See XII, 19.] Mj. PROFESSOR MILLER.

63. *The Literature of Romanticism*.—[See XIV, 58.] Mj. Spring, 10:45, ASSOCIATE PROFESSOR ALLEN.

64. *Das Weib in mittelalterlichen Geschichten*.—[See XIV, 184.] Mj. Spring, 9:15, ASSISTANT PROFESSOR MEYER.

65. *The Germanic Epic*.—[See XIV, 260.] Mj. Winter, Tu., 4:00-6:00, ASSOCIATE PROFESSOR ALLEN.

66. *Goethe's "Faust" I and II*.—[See XIV, 264.] Mj. Spring, W., 4:00-6:00, PROFESSOR CUTTING.

67. *Early American Literature*.—[See XV, 160A.] Study of the literature from 1607 up to and including Irving and Cooper, with special reference to the relationship of America's products to English models and the development of an American point of view. Mj. Autumn, 8:15, ASSOCIATE PROFESSOR BOYNTON.

XVII. THE DEPARTMENT OF MATHEMATICS

OFFICERS OF INSTRUCTION

ELIAKIM HASTINGS MOORE, PH.D., LL.D., Sc.D., MATH.D., Professor and Head of the Department of Mathematics.

OSKAR BOLZA, PH.D., Non-Resident Professor of Mathematics (Freiburg i.B.).

HERBERT ELLSWORTH SLAUGHT, PH.D., Professor of Mathematics.

GEORGE WILLIAM MYERS, PH.D., Professor of the Teaching of Mathematics and Astronomy, the School of Education.

LEONARD EUGENE DICKSON, PH.D., Professor of Mathematics.

GILBERT AMES BLISS, PH.D., Professor of Mathematics.

ERNEST JULIUS WILCZYNSKI, PH.D., Professor of Mathematics.

JACOB WILLIAM ALBERT YOUNG, PH.D., Associate Professor of the Pedagogy of Mathematics.

ARTHUR CONSTANT LUNN, PH.D., Assistant Professor of Applied Mathematics.

ROBERT DANIEL CARMICHAEL, A.B., PH.D., Associate Professor of Mathematics, Indiana University (Summer, 1915).

ARNOLD DRESDEN, M.Sc., PH.D., Assistant Professor of Mathematics, University of Wisconsin (Summer, 1915).

FELLOWS, 1915-16

ARTHUR MCCracken HARDING, A.M. ARCHIE SHEPARD MERRILL, A.B.

KENNETH W. LAMSON, A.B.

PAULINE SPERRY, S.M.

GILLIE ALDAH LAREW, A.M.

GENERAL STATEMENT

The regular Junior College courses are courses 1, 2, 3, 6, and 15.

Students who expect to specialize in Mathematics, Astronomy, or Physics should confer with the instructors in Mathematics in planning their courses. They should take courses 1, 2, 3, 18, 19, and 20. It is possible, however, for students of exceptional ability in Mathematics to pass from course 2 to course 18, if course 3 is taken at the same time as course 18. Students who desire to have at least a glimpse beyond the elements of mathematics should elect courses 3 and 15.

The following courses introductory to the Higher Mathematics are intended both (1) for students making Mathematics their principal subject, and (2) for those making Mathematics their secondary subject, in particular for students of Astronomy and Physics: (A) †Differential and integral calculus with applications (3Mj.); (B) †Solid analytics; selected topics in geometry; theory of equations; determinants and elementary invariants; (C) †Analytic mechanics (2Mj.); vector analysis; celestial mechanics (2Mj.); theory of the potential; (D) †Advanced calculus, †differential equations, †theory of definite integrals, elliptic integrals, Fourier series and Bessel functions, elements of the theory of functions; (E) Synthetic projective geometry; analytic projective geometry; differential metric geometry; differential projective geometry; (F) Theory of numbers; theory of invariants; selected chapters of algebra; theory of substitutions with applications to algebraic equations; quaternions.

Groups (A)–(F) indicate six sequences of courses running through the usual academic year from October to June. These sequences vary slightly from year to year; the courses marked (†) are given annually, and the other courses usually once in two years.

The undergraduate student who wishes to specialize in Mathematics should take courses of group (A) as Junior College electives, of (B) in his first Senior College year, and of (C) and (D) in his second Senior College year.

The courses of groups (A)–(F) and the special courses in the Higher Mathematics are intended to give the graduate student a comprehensive view of modern mathematics, to develop him to scientific maturity, and to enable him to follow, without further guidance, the scientific movement of the day in mathematics, and, if possible, to take an active part in it by creative research. The special and research courses vary from year to year. They may be classified, in general, as relating to (a) Algebra and Arithmetic; (b) Analysis; (c) Geometry; (d) Mechanics and Applied Mathematics; and (e) the Foundations and Interrelations of the Mathematical Disciplines as purely abstract deductive systems. Attention is called to courses of type (d) offered by the Departments of Astronomy and Physics.

SEQUENCES

1, Plane Trigonometry (if taken in college); 2, College Algebra; 3, Analytic Geometry; 6, College Geometry; 15, Introductory Calculus; 18, Differential Calculus; 19, Integral Calculus; 20, Application of Calculus; 25, Graphic Methods in Algebra; 26, Graphical Analysis; 27, Units and Dimensions; 29, 30, Selected Topics in Geometry, I, II; 31, Solid Analytics; 32, Theory of Equations; 33, Determinants; 34, Limits and Series; 35, The Teaching of Elementary School Mathematics; 36, The Teaching of Secondary School Mathematics; 37, Critical Review of Secondary Mathematics; 38, Synoptic Courses in Mathematics; 39, History of Mathematics; 46, Advanced Calculus; 47, Differential Equations; 48, Elliptic Integrals; 49, Definite Integrals; 50, Fourier Series and Bessel Functions.

COURSES ADMISSIBLE IN MATHEMATICAL SEQUENCES

All courses offered by the Department of Mathematics or given numbers in its printed Announcements (called "mathematical majors" in what follows) may be used in mathematical sequences, except those whose numbers begin with 0. Courses admissible for sequences in the Departments of Physics and Astronomy may also be used in mathematical sequences to an amount not greater than one-third of the total number of majors.

Principal sequences.—A principal sequence may consist of any nine admissible majors provided at least three mathematical majors are included whose numbers are higher than 17.

Secondary sequences.—A secondary sequence may consist of any six admissible majors provided at least one mathematical major is included whose number is higher than 14.

The admissible Junior and Senior College courses in mathematics now listed are enumerated above, and from these the sequences will ordinarily be chosen; but in exceptional cases mature students might select certain more advanced courses, such as: 91, Introduction to Higher Algebra; 101, Theory of Functions

of a Real Variable; 121, Theory of Functions of a Complex Variable; 131, Synthetic Projective Geometry; 160, Vector Analysis. In such cases, and in all cases of doubt as to the arrangement of sequences, students should consult the departmental officers.

The following are given as illustrations of typical sequences:

PRINCIPAL SEQUENCES

- a) Courses 1, 2, 3, 18, 19, 20, 47, 48, 49.
- b) Courses 1, 2, 3, 18, 19, 31, 32, 33 or 34, 38.

SECONDARY SEQUENCES

- a) Courses 1, 2, 3, 18, 19, 20.
- b) Courses 1, 2, 6, 15, 31 or 32, 33 or 34.

MATHEMATICS AND ASTRONOMY

Principal Sequences

- a) Courses 1, 2, 3, 18, 19, 20, XVIII-5, 6, 7.
- b) Courses 1, 2, 3, 6, 18, 19, XVIII-3A, 3B, 4.

Secondary Sequences

- a) Courses 1, 2, 3, 15, XVIII-1, 7.
- b) Courses 1, 2, 6, 15, XVIII-3A, 3B.

MATHEMATICS AND PHYSICS

Principal Sequences

- a) Courses 1, 2, 3, 18, 19, 47, XIX-3, 4, 5.
- b) Courses 1, 2, 3, 15, 32, 33, XIX-3, 4, 6.

Secondary Sequences

- a) Courses 1, 2, 6, 15, XIX-3, 4.
- b) Courses 1, 2, 3, 25, XIX-3, 4.

TEACHERS' SEQUENCES

Principal Sequences

- a) Courses 1, 2, 3, or 6, 18, 19, 26, 32, 36 or 37, 39.
- b) Courses 1, 2, 6, 15, 26, 32, 34, 36 or 37, 39.

Secondary Sequences

- a) Courses 1, 2, 3 or 6, 15, 36 or 37, 39.
- b) Courses 1, 2, 3 or 6, 15, 32, 36 or 37.

Students preparing to teach mathematics in secondary schools, either as a major or as a minor subject, should take IIB-66, Educational Psychology, and 1, Principles of Education, and should take practice teaching in the School of Education.

The proper arrangement of courses is a matter of extreme importance; the best arrangement for any student depends on his previous mathematical studies, and should be determined by conference with some member of the Department.

The courses of the Summer Quarter are designed to meet the needs of those college men and others wishing to study Advanced Mathematics, who are able to spend only the summer in residence. The courses of a series of four summer quarters are arranged so as to give a wide view of modern mathematics.

Scholarship examinations.—The competitive examinations for the Senior College Scholarship and for the Graduate Scholarship in Mathematics are held each Spring Quarter at times and places announced in the *Weekly Calendar*. Prospective candidates should confer with the Departmental Examiner in Mathematics. Files of papers set at previous Scholarship examinations are accessible in the Departmental Library. Candidates for the Senior College Scholarship will be examined on courses 1, 2, and 3; those for the Graduate Scholarship on courses 18, 19, 20, 31, 32, 47, 48, and 49.

Models.—A collection of Brill's models: plaster and thread models of quadric surfaces, plaster models of cubic and Kummer's quartic surfaces, models of cyclides and surfaces of constant positive and negative curvature, and thread models of three-dimensional projections of four-dimensional regular bodies.

MATHEMATICAL CLUBS

The Departmental Club meets regularly for the review of memoirs and books, and for the presentation of results of research. The club is conducted by the members of the Faculties of Mathematics and Mathematical Astronomy. Graduate students of the Departments are expected to attend and otherwise to participate in the meetings of the club.

The Junior Mathematical Club, with fortnightly meetings, is conducted by the graduate students of the Departments of Mathematics and of Astronomy and Astrophysics.

HIGHER DEGREES

Master's degree.—Candidates for the Master's degree in Mathematics are expected, on the basis of a principal (or "long") sequence of nine majors of undergraduate mathematics, to offer for examination eight approved courses of groups (B)–(F), including the elements of the theory of functions, and to present a satisfactory thesis on an assigned topic closely related to the subject of one of the courses.

Degree of Doctor of Philosophy.—Candidates for the Doctor's degree with Mathematics as secondary subject are expected to offer for examination nine approved courses in advance of course 20.

Candidates for the Doctor's degree with Mathematics as principal subject are expected (1) to offer for examination the subjects covered by fifteen majors of initial courses of groups (B)–(F), and by a considerable body of special courses, in each case presumably most closely related to the subject of the doctoral dissertation, and (2) to present a dissertation, in finished form, embodying valuable results of mathematical inquiry. The subject of the dissertation may be a topic of pure or applied mathematics or of the history, philosophy, or pedagogy of mathematics.

PREPARATION FOR TEACHING

Courses in the history and the teaching of Elementary Mathematics—Arithmetic, Algebra, Geometry, Trigonometry, Analytic Geometry, Calculus, Mechanics—are offered by this Department and the School of Education. These courses embody the conviction that elementary students need to have their mathematics made, not easier, but more perfectly intelligible and attractive. To this end it is believed that teachers should more generally appreciate

and utilize in instruction the unity of mathematics, as made up of various closely interrelated parts, and the character of mathematics, as an ideal science developed by abstraction from various more concrete domains.

A) *Secondary-school positions*.—Students who expect to teach mathematics as a major subject in secondary schools should complete at least the following courses in their undergraduate career: (1) Courses in pure mathematics: Trigonometry, College Algebra, Plane Analytic Geometry, Differential and Integral Calculus and Applications of Calculus, Theory of Equations, and the Synoptic course; (2) Courses in applied mathematics: Descriptive Astronomy, Mechanics, and General Physics; (3) The two courses, Principles of Education and Methods of Education, which may be taken either in the Junior College or in the Senior College; (4) Practice teaching in mathematics in the University High School, for which the foregoing courses in education are prerequisite; (5) A course in the Teaching of Secondary Mathematics and a course in the History of Secondary Mathematics.

B) *Minor collegiate positions*.—Those who look forward to teaching mathematics in normal schools and small colleges should as undergraduates complete at least the following courses: (1) The general courses in education and those in the history and teaching of mathematics mentioned in (3) and (5) above; (2) The content courses specified in (1) and (2) above, together with Advanced Calculus (3 majors).

Candidates for these positions should take at least one year of graduate work leading to the Master's degree in Mathematics and during this year should visit some of the college courses in Mathematics with the purpose of observing methods of teaching. It is the intention of the Department to offer such candidates opportunity, as far as possible, to act as assistants in connection with the collegiate classes, in order that they may gain experience through both observation and practice.

C) *University positions*.—Candidates for university positions should qualify for the Doctor's degree. Courses in the history of mathematics and in the principles and practice of education are strongly recommended.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

00. *Advanced Algebra*.¹—A collegiate treatment of quadratic equations and other topics of the third semester of algebra of the secondary school. For students who offer only one unit of mathematics for entrance. Mj. Autumn, Mr. ———.

01, 02. *Plane Geometry I, II*.¹—A collegiate treatment of plane geometry for students who offer no geometry for entrance. Two consecutive majors. Winter and Spring, Mr. ———.

0. *Solid Geometry*.—An elementary course based upon entrance algebra and plane geometry. Mj. [Not given in 1915-16.]

NOTE.—Students from accredited preparatory schools may present themselves for examination in this subject at the University for college credit.

1. *Plane Trigonometry*.—Mj. Summer, ASSISTANT PROFESSOR DRESDEN; Autumn, 3 sections, PROFESSOR SLAUGHT, ASSOCIATE PROFESSOR LAVES, AND MR. ———; Winter, 2 sections, ASSOCIATE PROFESSOR YOUNG AND MR. ———; Spring, PROFESSOR SLAUGHT.

¹Limited credit course. See p. 112.

2. College Algebra.—Prerequisite: course 1. Mj. Summer, ASSOCIATE PROFESSOR CARMICHAEL; Autumn, PROFESSOR BLISS; Winter, ASSOCIATE PROFESSOR YOUNG; Spring, Mr. ———.

3. Analytic Geometry.—Elements of plane analytics, including the geometry of the conic sections, with an introduction to solid analytics. Prerequisite: courses 1 and 2. Mj. Summer, PROFESSOR WILCZYNSKI; Autumn, PROFESSOR WILCZYNSKI; Winter, PROFESSOR BLISS; Spring, PROFESSOR SLAUGHT.

6. College Geometry.—A collegiate sequel to elementary geometry, analogous to college algebra as a sequel to elementary algebra. The course will include systematic study of methods of attack of geometric problems, with applications to various fields, including modern geometry of the triangle and geometric conics. Prerequisite: entrance plane geometry. Mj. ASSOCIATE PROFESSOR YOUNG. [Not given in 1915-16.]

15. Introductory Calculus.—The elementary fundamental principles, methods, and formulas of differential and integral calculus will be carefully studied in connection with simple problems of geometry and the physical sciences. This course is intended primarily for those who do not wish to take the longer course in Calculus (course 18, 19, and 20). Prerequisite: course 1. Mj. Spring, ASSOCIATE PROFESSOR YOUNG.

II. SENIOR COLLEGE COURSES

18, 19, 20. Calculus I, II, III.—A development of the three fundamental notions of the Calculus: the derivative, the anti-derivative, the definite integral, with especial emphasis on their geometrical interpretations and their relations to problems in geometry, mechanics, and physics. Prerequisite: courses 1, 2, and 3. Three consecutive majors. Autumn, Winter, and Spring, ASSISTANT PROFESSOR LUNN.

18, 19. Calculus I, II.—Prerequisite: courses 1, 2, and 3. Two consecutive majors. Winter and Spring, PROFESSOR WILCZYNSKI.

18. Calculus I: Differential Calculus.—A graphic study of rational algebraic functions and of certain simple irrational transcendental functions, yielding material for a geometric introduction to the fundamental notions and processes of the Calculus. Prerequisite: courses 1, 2, and 3. Mj. Summer, ASSOCIATE PROFESSOR YOUNG.

19. Calculus II: Integral Calculus.—A course aimed at a comprehension of the nature of integration and of its applications to geometry and physics; solution of numerous problems; use of table of integrals. Prerequisite: course 18. Mj. Summer, ASSOCIATE PROFESSOR CARMICHAEL.

20. Applications of the Calculus.—Partial differentiation and multiple integrals. Elements of the theory of Differential Equations and applications of the Calculus to Mechanics. Introduction to Differential Geometry in the plane and in space. Prerequisite: courses 18 and 19. Mj. Spring. [Not given in 1916.]

25. Graphical Methods in Algebra.—The cross-section paper as a mathematical instrument for the graphical study of the notion of functionality. M. PROFESSOR MOORE. [Not given in 1915-16.]

26. Graphical Analysis.—A brief study by graphical methods of the fundamental principles of Differential and Integral Calculus, with illustrations also of the theory of equations. This course is a desirable supplement to course 18. Mj. ASSISTANT PROFESSOR LUNN. [Not given in 1915-16.]

27. Units and Dimensions.—The theory of units and dimensions as applied to the measurement of concrete magnitudes and the mathematical transcription of physical experiments. Numerical computations and the reduction of observations. Prerequisite: Calculus and General Physics. ‡Mj. Autumn, ASSISTANT PROFESSOR LUNN. [Not given in 1915-16.]

28. Selected Topics in Mathematics.—Based on certain parts of the ten "Monographs on Topics of Modern Mathematics Relevant to the Elementary Field," edited by J. W. A. Young. Mj. Spring, PROFESSOR DICKSON.

29, 30. Selected Topics in Geometry I, II.—The fundamental notions of projective geometry treated both analytically and synthetically. The method of abbreviated notation and homogeneous co-ordinates. Theory of determinants, and their application to the geometry of two and three dimensions. Projective and dualistic transformations, and the simpler Cremona transformations. Notions of group and invariant. Prerequisite: courses 1, 2, 3, 18, 19. Two consecutive majors. Autumn and Winter, PROFESSOR WILCZYNSKI. [Not given in 1915-16.]

31. Solid Analytics.—This course may be taken simultaneously with course 18; it is an advisable antecedent of course 19. Prerequisite: courses 3 and 18. Mj. Summer, ASSISTANT PROFESSOR DRESDEN; Autumn, PROFESSOR DICKSON.

32. Theory of Equations.—Text: Dickson's *Elementary Theory of Equations*, 1914, John Wiley & Sons, New York. Prerequisite: Differential Calculus. Winter, PROFESSOR DICKSON.

33. Determinants and Elementary Invariants.—Determinants may be taken as a minor for the first term. Prerequisite: course 32. Mj. Spring. [Not given in 1916.]

34. Limits and Series.—Critical theory of convergence of sequences and series of numbers. Sequences and series of functions; uniformity of convergence. Prerequisite: course 18. Mj. Spring, ASSOCIATE PROFESSOR YOUNG.

35. The Teaching of Elementary-School Mathematics (School of Education: Mathematics 1).—Mj. Winter, PROFESSOR MYERS.

36. The Teaching of Secondary Mathematics (School of Education: Mathematics 2).—Mj. Spring, PROFESSOR MYERS.

37. Critical Review of Secondary Mathematics.—A brief survey of the subject-matter of Secondary Mathematics from the modern point of view, aiming both to organize the theory of the whole scientifically and to gather the products of this work for use in teaching. Primarily for teachers, actual and prospective, but open also to others. Mj. Summer, ASSOCIATE PROFESSOR YOUNG. [Not given in 1915.]

38. Synoptic Course in Advanced Mathematics.—A general historical and logical survey of a considerable portion of pure and applied mathematics. Prerequisite: courses 1, 2, and 3. Mj. PROFESSOR WILCZYNSKI. [Not given in 1915-16.]

39. History of Mathematics (School of Education: Mathematics 5).—Mj. Winter, PROFESSOR MYERS.

46. Advanced Calculus.—Selected topics in the Differential and Integral Calculus requiring more extensive and theoretical treatment than is given in courses 18 and 19: for example, development of the formulas for successive differentiation and the differentiation of implicit functions, Taylor's formula with applications, transformation of variables in differential equations and multiple integrals, line integrals and partial integration of multiple integrals. Prerequisite: courses 18 and 19. Mj. Autumn. [Not given in 1915-16.]

47. Differential Equations.—A study of the more common types of ordinary differential equations, especially those of the first and second orders, with emphasis on geometrical interpretations and applications to geometry, elementary mechanics, and physics. Prerequisite: courses 18, 19, and preferably 20. Mj. Summer, ASSISTANT PROFESSOR MACMILLAN; Autumn, PROFESSOR SLAUGHT.

48. Elliptic Integrals.—A systematic development of the theory of indefinite integration, leading to elliptic integrals and the elements of elliptic functions, with attention to problems and applications. This course includes also an introduction to Fourier series. Prerequisite: courses 18, 19, 20, and preferably 46 or 47. Mj. Summer, PROFESSOR SLAUGHT; Winter, PROFESSOR BLISS.

49. Theory of Definite Integrals.—A course treating of the properties and methods of computing definite integrals, including a study of methods of approximation, improper definite integrals, Eulerian integrals, multiple integrals, with many problems and applications. Prerequisite: course 47. Mj. Summer, PROFESSOR BLISS; Winter, PROFESSOR BLISS.

50. Fourier Series and Bessel Functions.—(a) A study of the properties of Bessel functions in connection with the solution of a variety of physical problems where they occur directly. (b) Trigonometric and Bessel series as solutions of partial differential equations. Byerly's "Fourier Series." Mj. Spring, ASSISTANT PROFESSOR LUNN. [Not given in 1916.]

III. GRADUATE COURSES

NOTE.—Students should register for graduate courses only after consultation with instructors.

65A, B, C, D. Reading and Research in Pure Mathematics.—When in the judgment of the Department it is advisable that students undertake definite mathematical reading and research not closely connected with any current lecture course or seminar, this work will be directed by PROFESSOR MOORE, PROFESSOR DICKSON, PROFESSOR BLISS, OR PROFESSOR WILCZYNSKI. Mj. or DMj. each Quarter.

66A, B, C. Reading and Research in Applied Mathematics.—Advisable reading and research will be directed by PROFESSOR MOORE, PROFESSOR MYERS, OR ASSISTANT PROFESSOR LUNN. Mj. or DMj. each Quarter.

71. Theory of Numbers.—Introductory course. Theory of congruences, the quadratic reciprocity theorem, and the theory of quadratic forms. Mj. Summer, ASSOCIATE PROFESSOR YOUNG.

74. Theory of Algebraic Numbers.—In particular, Hensel's exhibition of analogies with Weierstrass' theory of functions. Prerequisite: course 71. Mj. Spring, PROFESSOR MOORE. [Not given in 1916.]

81. Substitution Groups and Algebraic Equations.—An introduction to the theory of groups of substitutions, with application to the Galois theory of algebraic equations. Mj. PROFESSOR DICKSON. [Not given in 1916.]

82. Finite Groups.—Elements of the theory of abstract groups; selected topics on substitution groups, rotation groups, and congruence groups. Applications to various topics of elementary mathematics. Mj. Spring, PROFESSOR DICKSON. [Not given in 1916.]

83. Finite Collineation-Groups.—General theory of reducibility of matrices and of linear groups. Complete enumeration of collineation-groups in a given number of variables: the methods of Klein, Gordan, Jordan, Valentiner, and Blichfeldt, with special reference to the ternary and quaternary groups. Examples of advances made in abstract group theory and in permutation-groups by the study of collineation-groups; theorems by Frobenius and Burnside. Prerequisite: a knowledge of the elements of determinants and group theory. Mj. [Not given in 1915-16.]

84. Continuous Groups.—An illumination of the fundamental concepts and theorems of the Lie theory in connection with various classes of problems of geometry and differential equations. PROFESSOR DICKSON. [Not given in 1915-16.]

91. Introduction to Higher Algebra.—Properties of matrices, invariant factors and elementary divisors; algebraic theory of a single quadratic or bilinear form; theory of pairs of quadratic or bilinear forms. Geometrical applications. Based largely upon Bôcher's *Introduction to Higher Algebra*. Mj. Autumn, PROFESSOR DICKSON.

93. Theory of Algebraic Invariants. An introduction to the non-symbolic theory of invariants of binary forms, with applications to geometry, followed by an explanation of the symbolic notation, with practice in its use. Based on Dickson's *Algebraic Invariants*. Mj. Winter, PROFESSOR DICKSON.

94. Topics of the Theory of Invariants.—An introduction to the algebraic and number-theoretic invariants, with attention to their geometrical applications. Text: Dickson's *Certain Aspects of a General Theory of Invariants*, 1914, in the Madison Colloquium, published by the American Mathematical Society, New York. PROFESSOR DICKSON. [Not given in 1915-16.]

96. Quadratic Forms.—The theory of Weierstrass, Kronecker, and Frobenius, with extension to a general domain of rationality. Mj. PROFESSOR DICKSON. [Not given in 1915-16.]

97. Rotation Groups and Quintic Equations.—The group of rotations of the regular bodies, their invariants and form problems. Finite groups of linear fractional substitutions on a complex variable. Theory of the solution of equations of the fifth degree. Based mainly on Klein's *Ikosäeder*. Mj. Spring, PROFESSOR DICKSON.

98. Linear Algebras.—An introduction to the theory of hypercomplex numbers, with attention to quaternions, the relations of the theory to matrices, bilinear forms, and groups. Text: Dickson's *Linear Algebras*, 1914, Cambridge Tracts on Mathematics and Mathematical Physics. PROFESSOR DICKSON. [Not given in 1915-16.]

101. Theory of Functions of a Real Variable.—An elementary course, including a summary view of the linear continuum and the theory of point-sets. Mj. Autumn, PROFESSOR MOORE. [Not given in 1915-16.]

102. Fundamental Existence Theorems in Analysis.—A study of the existence theorems for implicit functions, ordinary and partial differential equations, and their applications in Analysis. Mj. Autumn, PROFESSOR BLISS. [Not given in 1915-16.]

104. Calculus of Variations.—Examples illustrating the various types of problems. The differential equations of a curve which minimizes a definite integral in a space of two or more dimensions. Other properties of a minimizing curve as deduced by Legendre, Weierstrass, and Jacobi for the case of the plane. Conditions which insure the existence of a minimum. Isoperimetric problems and the more general problems of Lagrange and Mayer. An introduction to the theory for double integrals. Prerequisite: the elements of the theory of functions of real variables. Mj. Summer, PROFESSOR BLISS.

106. Partial Differential Equations.—The geometrical theory of equations of the first order. Linear equations. Systems of equations of the first order. Introduction to equations of the second order. Applications to geometry and physics. Mj. Autumn, PROFESSOR BLISS.

108. Differential Equations from the Standpoint of Lie.—The relations between continuous groups and differential equations. The Picard-Vessiot theory of linear differential equations. Mj. [Not given in 1915-16.]

111, 112. Introduction to General Analysis.—Based on Moore's *Introduction to a Form of General Analysis*. The general analysis in question is the theory of systems of classes of functions, functional operations, etc., involving at least one general variable on a general range. A general variable is a variable entering the theory without direct characterization as to quality or range of variation. A real- and single-valued function ξ of a general variable p has as especially important particular instances: (I) a real number ξ , the variable p having only one value; (II) an n -partite real number $\xi = (\xi_1, \dots, \xi_n)$, or point ξ in real space of n dimensions, the variable p having the values $p=1, 2, \dots, n$; (III) an infinite sequence $\xi = (\xi_1, \xi_2, \dots, \xi_n, \dots)$ of real numbers, the variable p having the values $p=1, 2, \dots, n, \dots$; (IV) a function ξ of $\xi(p)$ of the variable p on the linear interval $0 \leq p \leq 1$ of the real number system. The first part of this introductory course considers certain fundamental closure and dominance properties of classes of functions of a general variable, properties possessed in particular by the class: (I) of all real numbers; (II) of all n -partite real numbers; (III)₀ of all numerical sequences converging to zero; (III)₁ of all absolutely convergent series of real numbers; (IV) of all continuous functions of p on the interval

$0 \leq p \leq 1$. The course presupposes a knowledge of the elements of the theory of functions of real variables, and is intended to lead to independent investigations in various chapters of general analysis. For second-year graduate students. 2Mjs. Winter, Spring, PROFESSOR MOORE. [Not given in 1916.]

113. Theory of Functions of Infinitely Many Variables.—A survey of the recent work of D. Hilbert, E. Schmidt, and others, with applications to differential and integral equations. Prerequisite: course 48 and a certain general mathematical maturity. Mj. Winter, PROFESSOR MOORE. [Not given in 1916.]

114. Differential Equations in General Analysis.—Determination of functions of a real variable t and a general variable p which satisfy a differential equation with respect to t . M. Summer, First Term, PROFESSOR MOORE.

115, 116, 117. Integral Equations in General Analysis I, II, III.—Introduction to general analysis in connection with a development of the theory of integral equations due to Fredholm, Hilbert, and others in the sense of general analysis. For second-year graduate students. Three consecutive majors. Autumn, Winter, and Spring, PROFESSOR MOORE.

120, 121. Theory of Functions I, II.—The real and the complex number-systems as determined synthetically and postulationally. Elements of the theory of functions of real and of complex variables. Selected advanced topics. Two consecutive majors. Autumn and Winter, PROFESSOR MOORE.

121. Geometric Introduction to the Theory of the Complex Variable.—Introduction to the algebra and calculus of complex numbers and their geometric representation; conform representation. The theory of power series and the properties of analytic functions. Introduction to the theory of Riemann surfaces. Prerequisite: courses 47 and 49. Mj. Summer and Spring, ASSISTANT PROFESSOR LUNN.

122. Abelian Integrals.—The analytic character of an algebraic function and its geometrical representation by means of a Riemann surface. Abelian integrals on the Riemann surface, with especial attention to the hyperelliptic case. Abel's theorem. Introduction to the theory of the inversion of Abelian integrals. Prerequisite: course 121. Mj. Winter, ASSOCIATE PROFESSOR BLISS. [Not given in 1916.]

123. Elliptic Functions.—Elliptic integrals and the Weierstrassian theory of elliptic functions. Applications of elliptic functions. Mj. [Not given in 1915-16.]

124. Hyperelliptic Functions.—The problem of the inversion of hyperelliptic integrals proposed by Jacobi. Canonical systems of integrals and the associated Θ -functions as introduced by Weierstrass. Hyperelliptic functions and their properties, with applications to the theory of elliptic functions. Prerequisite: course 122. Mj. Spring, PROFESSOR BLISS. [Not given in 1915-16.]

127, 128. Modern Theories of Analytic Differential Equations with Applications to Celestial Mechanics I, II.—Properties of solution of general system of the n th order as functions of independent variable, of parameters, of initial values of dependent variables. Solutions developed as power series in independent variable, in parameters, and initial values of dependent variables, by the Cauchy-Lipschitz process, by the Picard approximation process, by continued variation of parameters. Application to elliptic and hyperelliptic functions and periodic solutions of problem of three bodies. Linear equations with applications to hypergeometric functions. Linear equations with periodic coefficients. Prerequisite: course 121. Two consecutive majors. Winter and Spring, PROFESSOR MOULTON. [Cf. Astronomy 51, 52.] [Not given in 1916.]

129. Theory of Difference Equations.—The principal purpose of this course is to develop the general existence theorems for linear difference equations of order n and the immediately associated theory. This matter will be introduced through a study of the gamma function and will be followed by a brief indication

of further recent contributions to the theory of difference equations. Prerequisite: elements of the theory of functions of a complex variable. M. Summer, Second Term, ASSOCIATE PROFESSOR CARMICHAEL.

130. Foundations of Geometry.—A critical study of geometry by the method of postulates based on the work of Hilbert and his successors. Mj. Spring, PROFESSOR MOORE.

131. Synthetic Projective Geometry.—The notion of a projective line, plane, or space, illustrated by the corresponding Euclidean form with adjoined ideal elements at infinity, and by an analytical system of points. Elementary projective forms and their projective relations. The principle of duality. Harmonic properties of projective forms and their application to the theory of conic sections in the plane. The relation of the projective and Euclidean theories. Introduction to the projective geometry of space forms. M. Summer, First Term, PROFESSOR MOORE.

141. Analytic Projective Geometry.—Analytic treatment of the projective properties of the straight line and of the conic sections. Prerequisite: familiarity with the fundamental concepts of projective geometry, and a good knowledge of the calculus. M. Summer, Second Term, ASSISTANT PROFESSOR DRESDEN.

142. Higher Plane Curves.—General properties of algebraic curves. Special study of the curves of the third and fourth order. Mj. Autumn, PROFESSOR WILCZYNSKI.

144. Line Geometry.—The line co-ordinates of Plücker and Klein. Complexes, congruences, and ruled surfaces. Prerequisite: course 31. Mj. [Not given in 1915-16.]

145. Higher Geometry.—A general survey of the principal methods and results of recent geometric research. The various systems of co-ordinates and space elements, the rôle of the group concept, and the cultivation of space intuition by the use of models. Prerequisite: Differential Equations, Projective Geometry, and Solid Analytic Geometry. Mj. PROFESSOR WILCZYNSKI. [Not given in 1915-16.]

151. Metric Differential Geometry.—The application of the Calculus to the metric theory of twisted curves and surfaces in space. Prerequisite: course 31. Mj. Winter, PROFESSOR WILCZYNSKI.

154. Projective Differential Geometry.—This course gives a brief account of Lie's theory, with applications to the theory of invariants of systems of linear differential equations. The projective differential properties of plane and space curves, of surfaces and congruences, then present themselves as a result of interpreting this invariant theory geometrically. Text: Wilczynski's *Projective Differential Geometry of Curves and Ruled Surfaces*. (B. G. Teubner, Leipzig, 1906.) Prerequisite: an elementary knowledge of differential equations and projective geometry. Mj. Summer and Spring, PROFESSOR WILCZYNSKI.

156. Theory of Plane Curves.—Projective and metric differential and integral properties. Texts: Salmon's *Higher Plane Curves* and Wilczynski's *Projective Differential Geometry of Curves and Ruled Surfaces*. Prerequisite: an elementary knowledge of differential equations and projective geometry. Mj. PROFESSOR WILCZYNSKI. [Not given in 1915-16.]

157. Theory of Ruled Surfaces and Space Curves.—Primarily from the point of view of projective differential geometry. Text: Wilczynski's *Projective Differential Geometry of Curves and Ruled Surfaces*. Prerequisite: course 156. Mj. PROFESSOR WILCZYNSKI. [Not given in 1915-16.]

158. Theory of Surfaces and Congruences, with special emphasis upon the projective differential properties.—Prerequisite: Mathematics 157. Mj. PROFESSOR WILCZYNSKI. [Not given in 1915-16.]

160. Vector Analysis.—The elements of vector algebra, vector differentiation and integration, and the linear vector function; illustrated by typical applications to geometry, mechanics, and physics. Prerequisite: courses 31 and 49. Mj. Autumn, ASSISTANT PROFESSOR LUNN. [Not given in 1915.]

162. Theory of Electromagnetism in Vector Analysis Treatment.—Prerequisite: course 161. Mj. Winter, ASSISTANT PROFESSOR LUNN. [Not given in 1916.]

163. Theory of Attraction and the Potential.—The potential function of gravitation and electrostatics; Laplace's equation, Green's functions, and harmonic analysis; extensions to cases of heterogeneous media, with sketch of the abstract theory as related to linear differential equations of the second order. Emphasis will be laid on the solutions of illustrative problems. Pierce's *Newtonian Potential Function*. Prerequisite: courses 49 and 160. Mj. Autumn, ASSISTANT PROFESSOR LUNN. [Not given in 1915–16.]

166. Hydrodynamics.—Kinematics of continuous media and dynamical theory of typical forms of motion in perfect and viscous fluids, with special emphasis on analytic methods of general use in mathematical physics. Mj. Autumn, ASSISTANT PROFESSOR LUNN. [Not given in 1915–16.]

167. Theory of Elasticity.—The geometry of strain in a continuous medium, dynamical relations of stress and strain; detailed study of selected problems in the equilibrium and motion of elastic solids. Prerequisite: Advanced Calculus and Analytic Mechanics. Mj. ASSISTANT PROFESSOR LUNN. [Not given in 1915–16.]

170. Probability and Statistics.—The theory of average and probability for finite and infinite sets of elements; the statistical treatment of observations and the method of least squares; introduction to statistical mechanics, with examples from the theories of molecules and electrons. Prerequisite: Differential Equations. Mj. Autumn, ASSISTANT PROFESSOR LUNN.

171. Statistical Mechanics.—This course deals with the mathematical methods used in the treatment of those physical theories where the magnitudes directly accessible to measurement are conceived as averages of multitudes of elements, and physical laws are interpreted as examples of statistical regularity. A brief preparatory treatment of the notions of statistics, and of the main features of the theory of probability, with some examples in geometry and kinematics, will lead to the main work of the course, in the kinetic theory of gases, the electron theory of metals, and some aspects of the theory of radiation. Prerequisite: thorough knowledge of the Calculus. Mj. Winter, ASSISTANT PROFESSOR LUNN.

172. Partial Differential Equations of Mathematical Physics; the Conduction of Heat.—A study of certain typical linear partial differential equations occurring in the analytic representation of physical theories, and of the functional expansions of solutions satisfying given boundary conditions; with special reference to the concrete phenomena and physical analogies from which the abstract theory has been generalized. Prerequisite: courses 49 and 160. Mj. Spring, ASSISTANT PROFESSOR LUNN. [Not given in 1915–16.]

178. The Theory of Relativity.—After a brief historical introduction, on the notion of relativity of time and space in its classic or Newtonian form, the course will be devoted to a study of the recent theory initiated by Einstein and Minkowski as a geometry of space and time adapted to the representation of physical laws. Special attention will be given to the discrimination between the logical elements of the theory and the special concrete interpretations that may be used in the formulation of experimental results. Mj. Summer, ASSISTANT PROFESSOR LUNN.

181. General Seminar.—For the consideration of reports of current research and of literature, especially of a fundamental or critical nature. PROFESSOR MOORE. [Not given in 1915–16.]

XVIII. THE DEPARTMENT OF ASTRONOMY AND ASTROPHYSICS

OFFICERS OF INSTRUCTION

- EDWIN BRANT FROST, A.M., Sc.D., Professor of Astrophysics, and Director of the Yerkes Observatory.
- SHERBURNE WESLEY BURNHAM, A.M., Emeritus Professor of Practical Astronomy in the Yerkes Observatory.
- EDWARD EMERSON BARNARD, A.M., Sc.D., LL.D., Professor of Practical Astronomy, and Astronomer in the Yerkes Observatory.
- FOREST RAY MOULTON, Ph.D., Professor of Astronomy.
- KURT LAVES, Ph.D., Associate Professor of Astronomy.
- JOHN ADELBERT PARKHURST, S.M., Assistant Professor of Practical Astronomy at the Yerkes Observatory.
- STORRS BARROWS BARRETT, A.B., Assistant Professor of Astrophysics; Secretary and Librarian of the Yerkes Observatory.
- WILLIAM DUNCAN MACMILLAN, Ph.D., Assistant Professor of Astronomy.
- OLIVER JUSTIN LEE, S.M., Ph.D., Instructor in Practical Astronomy at the Yerkes Observatory.
- ALFRED HARRISON JOY, Ph.B., A.M., Professor of Astronomy, Syrian Protestant College, Beirut; Instructor in Practical Astronomy at Williams Bay, Autumn, Winter, and Spring, 14-1915.

FELLOWS, 1915-16

- WILLIAM LEROY HART, S.M. EDWIN POWELL HUBBLE, S.B., A.B.

INSTRUCTIONAL WORK

The work of the Department of Astronomy and Astrophysics is divided into two parts: (1) Work at the University, comprising: (a) elementary instruction in general Astronomy, both theoretical and practical; (b) preliminary training in the principles and methods of work underlying the science of Astrophysics (given in part in the Department of Physics); (c) graduate and research work in Celestial Mechanics. (2) Graduate and research work in Practical Astronomy and Astrophysics in the Yerkes Observatory at Lake Geneva.

In the work at the University, given by Professor Moulton, Associate Professor Laves, and Assistant Professor MacMillan, emphasis will be laid on the development of the mathematical principles and methods which form the basis of the physical sciences. In addition to the courses in Descriptive Astronomy, Introduction to Celestial Mechanics, and Analytic Mechanics, courses on Periodic Orbits and in the various other branches of Celestial Mechanics will be given within periods not exceeding three years. The most fundamental subjects will be arranged so as to recur at regular intervals, while other more special topics will vary from time to time. The general object of the instruction will be (1) to give experience and preliminary training in the work of observation and reduction; (2) to furnish the student an adequate mathematical basis for successful work in Celestial Mechanics; (3) to direct research work in Celestial Mechanics.

FACILITIES

For instruction in Practical Astronomy a students' observatory is maintained. It is equipped with a modern Warner & Swasey equatorial telescope

of 6½ inches aperture, which is provided with a filar micrometer, a 5-inch refractor, a 3-inch Bamberg transit instrument, a Bamberg universal instrument, a Rieflier sidereal clock, a chronometer, and various smaller accessories. The laboratory courses offered by the Department of Physics afford excellent preliminary training for the work in Astrophysics.

In the work at the Yerkes Observatory, the advanced student is made familiar with modern methods of research in various branches of Practical Astronomy and Astrophysics. The rapid development of the latter science within the last two decades has been fully recognized in the equipment of the Observatory; the special laboratory facilities make many investigations possible which cannot be carried on where the equipment is less complete. In general, the work in progress during the year 1915-16 will include: Researches in solar physics with the spectroscope, spectroheliograph, and photoheliograph; micrometric observations of double stars, planets, satellites, nebulae, and comets; photographic studies of stellar spectra and determinations of motions in the line of sight; photography of stars, comets, nebulae, etc.; photographic investigations of stellar parallax; research in visual and photographic photometry; special astrophysical researches. The opportunity of taking part in these investigations is deemed of more advantage to the qualified student than set courses of instruction; but regular programs of work, with courses of collateral reading, will be laid out as conditions may require.

ADMISSION TO YERKES OBSERVATORY

The Yerkes Observatory is open only to graduate students who have completed the necessary preliminary studies and have had the requisite experience in practical laboratory and observatory work. Students wishing to work at the Observatory should first consult the Director of the Yerkes Observatory, Williams Bay, Wis., and obtain his approval.

SEQUENCES

3A and B, Descriptive Astronomy; 5, 6, Analytic Mechanics; 7A and B, Practical Astronomy; 4, Spherical Trigonometry, with applications; 10, Spectroscopy and Astrophysics; 22, 23, Celestial Mechanics; XVII-3, Analytic Geometry; 18, 19, Calculus; XIX-3, Mechanics, Molecular Physics, Heat; 4, Electricity, Sound, and Light.

The Department offers no nine-major sequences.

SECONDARY SEQUENCES

I. Astronomy

Courses 3A, 3B, 4, 10, 7A, and B.

II. Astronomy and Mathematics

Courses XVII-3, 18, 19, XVIII-5, 6, 22.

III. Astronomy and Physics

Courses 3A, 3B, XIX-3, 4, XVIII-10, 7.

DEGREES

The Master's degree.—Students working for a Master's degree in Astronomy are advised to choose three majors of graduate work in the Department of either Mathematics or Physics and six majors in the Department of Astronomy, from courses numbered 5 to 10, 22, and 23.

The degree of Doctor of Philosophy.—The courses prescribed for the Master's degree together with three other graduate courses will meet the requirement for the Doctor's degree, where Astronomy is the minor subject.

Candidates for the Doctor's degree, with Astronomy as major subject, are expected to make their secondary subject either Mathematics or Physics. Students intending to specialize in the lines of Astrophysics will be required to take the work in Theoretical Physics, Advanced Experimental Physics, Sound and Light, and Physical Manipulation. The courses in Astronomy which will be required depend on the phase of the subject which the candidate elects for his special work, and will be arranged for each candidate during the progress of his work. Students specializing in Celestial Mechanics are expected to spend six months at the Yerkes Observatory, and those working there in Practical Astronomy and Astrophysics are expected to spend six months at the University.

CLUB

The Departmental Club meets fortnightly for the review of memoirs and books, and for the presentation of results of research. The club is conducted by the members of the Faculties of Mathematics and Mathematical Astronomy. Graduate students of Mathematical Astronomy are expected to attend regularly and, so far as possible, to participate actively in the meetings of the club.

The Astronomical Club, with similar purposes, meets regularly at the Yerkes Observatory.

COURSES OF INSTRUCTION

AT THE YERKES OBSERVATORY

Advanced students in Astronomy may register for work at the Yerkes Observatory, spending their entire time at Williams Bay (see p. 23). The Observatory will be open throughout the summer. Instruction will be offered by the various members of the staff.

I. JUNIOR COLLEGE COURSES

1. **Descriptive Astronomy** (Shorter course).—An elementary course, dealing with fundamental facts, principles, and methods. Frequent access to the Observatory. Mj. Summer, PROFESSOR MOULTON; Spring, PROFESSOR MOULTON AND ASSISTANT PROFESSOR MACMILLAN.

2. **Spherical Trigonometry with Applications to Astronomy.**—Prerequisite: Plane Trigonometry. Mj. Winter, ASSOCIATE PROFESSOR LAVES.

3A and 3B. **Descriptive Astronomy.**—A two-quarter course dealing with the fundamental facts and principles of Astronomy. Modern as well as classical methods and results are brought into full discussion. The observational side of the subject also is emphasized. Prerequisite: Plane Trigonometry. Mj. Winter and Spring, ASSISTANT PROFESSOR MACMILLAN.

4. **Introduction to Surveying** (Mathematics 1).—Mj. Spring, ASSOCIATE PROFESSOR LAVES.

II. SENIOR COLLEGE COURSES

5. **Analytic Mechanics I.**—An introductory course. Prerequisite: Mathematics 18, 19. Mj. Autumn, ASSOCIATE PROFESSOR LAVES.

6. **Analytic Mechanics II.**—Prerequisite: Astronomy 5. Mj. Winter, ASSOCIATE PROFESSOR LAVES.

7. **Spherical and Practical Astronomy.**—Time, latitude, and longitude determination. Prerequisite: Astronomy 1 and Mathematics 3. Mj. Spring, ASSOCIATE PROFESSOR LAVES.

8. Practical Astronomy I.—Observations of binary stars and determination of their orbits. Mj. Autumn, ASSOCIATE PROFESSOR LAVES. [Not given in 1915-16.]

9. Practical Astronomy II.—Observations of planets and satellites and determinations of satellite orbits. Mj. ASSOCIATE PROFESSOR LAVES. [Not given in 1915-16.]

10. Spectroscopy and Astrophysics (Physics 24).—A non-technical treatment of the growth of Spectroscopy, with applications to solar and stellar phenomena. Mj. Spring, ASSOCIATE PROFESSOR GALE.

III. GRADUATE COURSES

22. Introduction to Celestial Mechanics I.—Properties of conic section motion, determination of orbits from three or more observations. Prerequisite: Astronomy 5. Mj. Winter and Summer, ASSISTANT PROFESSOR MACMILLAN.

23. Introduction to Celestial Mechanics II.—Special cases of the problems of three bodies: the Lunar theory geometrically considered; variation of the elements and absolute perturbations. Mj. Spring, ASSISTANT PROFESSOR MACMILLAN.

31-36. Research Courses at the Observatory.—Prerequisite: See "Admission to Yerkes Observatory," p. 277. DMj. each Quarter, PROFESSORS AND INSTRUCTORS resident at Yerkes Observatory.

41. Theory of Planetary Motion.—Prerequisite: Astronomy 22 and 23. Mj. Autumn, PROFESSOR MOULTON.

42. The Lunar Theory.—Prerequisite: Astronomy 22 and 23, Mathematics 121. Mj. Winter, PROFESSOR MOULTON.

43. Application of the Methods of Periodic Orbits to the Lunar Theory.—Prerequisite: Astronomy 42. Mj. Spring, PROFESSOR MOULTON.

51, 52. Modern Theories of Analytic Differential Equations with Applications to Celestial Mechanics and Periodic Orbits I, II.—Properties of the solution of a general system of differential equations of the n th order as functions of the independent variable, of the parameters, of the initial values of the dependent variables. Solutions developed as power series in the independent variable, in the parameters, in the initial values of the dependent variables, by the Cauchy-Lipschitz process, by the Picard approximation process, by continued variation of parameters. Applications to elliptic and hyperelliptic functions and to periodic solutions of the problem of three bodies. Linear equations with applications to hypergeometric functions. Linear equations with periodic coefficients. Prerequisite: Astronomy 50. PROFESSOR MOULTON. [Not given in 1915-16.]

60. Periodic Solutions of the Problem of Three Bodies.—PROFESSOR MOULTON. [Not given in 1915-16.]

70. Theory of Figures of Equilibrium of Rotating Fluid Bodies.—This is an advanced course, including Poincaré's and Darwin's researches. Mj. Summer, PROFESSOR MOULTON.

80. The Problem of Three Bodies.—Mj. PROFESSOR MOULTON. [Not given in 1915-16.]

XIX. THE DEPARTMENT OF PHYSICS

OFFICERS OF INSTRUCTION

ALBERT ABRAHAM MICHELSON, PH.D., SC.D., LL.D., F.R.S., Professor and Head of the Department of Physics.

ROBERT ANDREWS MILLIKAN, PH.D., SC.D., Professor of Physics.

CHARLES RIBORG MANN, PH.D., Associate Professor of Physics.

CARL KINSLEY, A.M., M.E., Associate Professor of Physics.

HENRY GORDON GALE, PH.D., Associate Professor of Physics.
HARVEY BRACE LEMON, PH.D., Instructor in Physics.
WILMER HENRY SOUDER, A.M., Assistant in Physics.
LEONARD BENEDICT LOEB, Assistant in Physics.
CARL DANFORTH MILLER, S.B., Assistant in Physics.
KARL KETCHNER DARROW, S.B., Assistant in Physics.
ARTHUR JEFFEREY DEMSTER, A.M., Assistant in Physics.
CHARLES FREDERICK HAGENOW, A.M., Assistant in Physics.
OTTO KOPPIUS, S.B., Assistant in Physics.
YOSHIO ISHIDA, S.M., Assistant in Physics.

EDWARD JAMES MOORE, PH.D., Associate Professor of Physics, Oberlin College (Summer, 1915).

LEO JOSEPH LASSALLE, Assistant Professor of Physics, Pennsylvania State College (Summer, 1915).

WILLIS E. TOWER, Instructor in Physics, Englewood High School (Summer, 1915).

FELLOWS, 1915-16

JOHN BEMLEY DERIEUX, A.M.

WALTER T. WHITNEY, A.B.

ERTLE LESLIE HARRINGTON, A.B.

THOMAS RUSSELL WILKINS, A.M.

BENJAMIN E. SHACKELFORD, A.M.

INSTRUCTIONAL WORK

The instructional work in Physics is directed toward the following ends: (1) The training of original investigators in physics; (2) the training of men competent to fill college and university positions as teachers of physics; (3) the training of teachers of physics for secondary schools; (4) the training of pre-engineering and pre-medical students for later professional work; (5) the training of the general student in scientific methods of work, and in the understanding of the place of physical science in the modern world. From the most elementary to the most advanced courses, the laboratory and the problem method of instruction are emphasized.

FACILITIES

The Ryerson Physical Laboratory has been enlarged and remodeled with especial reference to offering the best facilities for research work. The entire lower floor and basement are given up to private research rooms. A well-equipped shop, with skilled instrument-makers, furnishes opportunity for the construction of special pieces of research apparatus. The equipment has been selected with reference to the needs of research, and includes spectroscopic instruments of highest power, electrical apparatus for work with alternating and direct currents through all ranges of potential, and appliances for high and for low temperature work, including a liquid-air plant. The library of the Department is well equipped for research purposes. A Physics Club is conducted by the members of the Department, and meets regularly for the discussion of the results of research work done in the Ryerson Laboratory and elsewhere.

SEQUENCES

3, Mechanics, Molecular Physics, and Heat; 4, Electricity, Sound, and Light; 5, Lecture Demonstration Course; 6, General Survey of Physical Science; 10, Elementary Mathematical Physics; 11, Heat and Molecular Physics; 12, Light;

13, Electricity and Magnetism; 14, Pedagogy of Physics; 15, Mechanics and Wave Motion; 16, 17, 18, 19, Experimental Physics; 20, Physical Manipulation; 21, Analytic Mechanics; (XVIII-5, 6), 25, History of Physical Science; 26, Teaching Physical Science; I-9, Philosophy of Nature; IIB-66; Educational Psychology; 1, Principles of Education; XVIII-3, Descriptive Astronomy (two majors); XVII-18, 19, Calculus.

Graduate courses in the Department may be substituted for courses 10 to 18 by students who have the required prerequisites.

PRINCIPAL SEQUENCES

- a) Courses 3, 4, 5, and any six majors chosen from courses 10 to 13; 15 to 18.

Physics and Mathematics

- b) Courses 3, 4, 5, and any six majors from the following: XVII-18, 19; XVIII-5, 6, and XIX-10 to 13; 15 to 18.

Teachers' Sequences

- c) Courses 3, 4, 6, 14, 20, 25, 26, and any two majors of the following: I-9, IIB-66, 1.

Physics and Astronomy

- d) Courses XIX-3, 4, 5; XVIII-3 (two majors), with four majors selected from XIX-10, 18, and XVII-18, 19.

Physics and Chemistry

- e) Courses XIX-3, 4, 5; XX-2S, 3S, and four majors selected from XIX-10, 18, and XVII-18, 19.

In any of the foregoing sequences graduate courses numbered 31 to 61 may be substituted for courses 10 to 18 by students who have the required prerequisites.

SECONDARY SEQUENCES

- a) Courses 3, 4, 5 (or 6), and three advanced majors in Physics.
b) Courses 3, 4, 5, and three majors from the following: 10 to 61, XVIII-3 (two majors), XX-2S, 3S; XVII-18, 19.

DEGREES

All candidates for the S.B. degree who elect their major work in Physics are required to take courses 3, 4, and 5 or 6, and either six majors selected from courses 10, 11, 12, 13, 15, 16, 17, 18, 19, 24, and 25, or three of these and three Senior College courses in one of the following departments: Mathematics, Astronomy, Chemistry, Geology, or Geography.

The Master's degree.—Candidates for the Master's degree in Physics are required to take eight majors in Physics and related subjects, and to present in addition a thesis embodying the results of a laboratory problem. All courses in the Department numbered 10 or above, except course 20, will be counted in satisfaction of this requirement, but at least three majors selected from courses 10, 11, 12, 13, and 15 must be included.

The degree of Doctor of Philosophy.—Candidates for the Doctor's degree with Physics as a minor subject must take courses 3, 4, and 5, and six of the following: 10, 11, 12, 13, 15, 16, 17, 18, 19, 24, 25, 31-36, 51, 52, 56, 57, 58, and 59. When Physics is one of two minor subjects, the courses must be arranged by consultation with the Department.

All candidates for the Doctor's degree with Physics as the major subject must take the following courses: 3, 4, 5, 10, 11, 12, 13, 15, and 25, or their equivalent; three majors selected from courses 16, 17, 18, 37, 38, and 39; courses 31-36, and three additional graduate courses selected by the student. Each candidate must also present a thesis embodying the results of original research in some subject approved by the Department. The time required for the thesis work generally varies from three to six quarters.

PREPARATION FOR TEACHING

Students preparing to teach Physics in secondary schools are expected to have completed courses 3, 4, 5 or 6, 14 or 26, and not less than four of courses 10, 11, 12, 13, 15, 16, 17, 18, 19, 24, and 25. See also courses in Physics in the School of Education.

LABORATORY FEE

There is a laboratory fee of \$5.00 for all major courses involving laboratory work in the Department of Physics.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

1. Elementary Physics.—A first course in the elements of Physics designed primarily for students who do not present entrance Physics. Mj. Autumn, _____.

2. Elementary Physics.¹—A continuation of the preceding course, covering the subjects of electricity, sound, and light. Prerequisite: course 1. Mj. Winter, _____.

3. Mechanics, Molecular Physics, and Heat.—A general college course in mechanics, molecular physics, and heat, presented mainly from the experimental point of view. Prerequisite: entrance Physics, or course 2. Mj. Summer, 2 sections, MR. SOUDER; Autumn, 3 sections, ASSOCIATE PROFESSOR GALE AND DR. LEMON; Winter, ASSOCIATE PROFESSOR KINSLEY; Spring, MR. SOUDER.

4. Electricity, Sound, and Light.—A general college course in electricity, sound, and light, presented mainly from the experimental point of view, and involving the performance of eighteen laboratory exercises in electricity, four in sound, and six in light. Prerequisite: Physics 3. Mj. Summer, 2 sections, ASSISTANT PROFESSOR LASSALLE AND MR. DARROW; Autumn, MR. SOUDER; Winter, 3 sections, DR. LEMON AND MR. SOUDER; Spring, ASSOCIATE PROFESSOR KINSLEY.

5. Lecture Demonstration Course.—A course of lectures, demonstrations, and recitations supplementing courses 3 and 4 and completing a year's work in college Physics. Recent discoveries and developments in Physics are given especial attention. 5 hours a week. Prerequisite: Physics 4. Mj. Summer, ASSOCIATE PROFESSOR MOORE; Spring, DR. LEMON.

6. General Survey of Physical Science.—A lecture demonstration course in which familiar physical phenomena are presented and discussed with reference both to their scientific interpretation and to their relations to modern life. Prerequisite: entrance Physics or course 2. Mj. Spring, _____.

II. SENIOR COLLEGE COURSES

10. Elementary Mathematical Physics.—A lecture course on the application of Elementary Calculus to Physics and Chemistry, and practice in the solution of problems. Prerequisite: Physics 3 and 4 and not less than one major of Calculus. Autumn, ASSOCIATE PROFESSOR GALE.

¹ Limited credit course. See p. 112.

11. Heat and Molecular Physics.—A lecture course for advanced and graduate students, covering the Kinetic Theory, Capillarity, Elementary Thermodynamics, Solution, and Electrolysis. Prerequisite: Physics 4 and Calculus. Mj. Autumn, PROFESSOR MILLIKAN.

12. Light.—A lecture course for advanced students covering the more important sections of geometrical and physical optics. Prerequisite: Physics 4 and Calculus. Mj. Winter, ASSOCIATE PROFESSOR GALE.

13. Electricity and Magnetism.—A course of advanced work in Theoretical Electricity and Magnetism, intended to supplement the work in General Physics or to prepare for graduate work. Prerequisite: Physics 4 and Calculus. M. Summer; Mj. Winter, ASSOCIATE PROFESSOR KINSLEY.

14. The Pedagogy of Physics (Practical Course).—A course designed for teachers of Physics in high schools, consisting of lectures and discussions upon choice of subject-matter and methods of presentation best suited to elementary courses in Physics. Prerequisite: courses 3, 4, and 5, or equivalents. Mj., DMj. Summer, MR. TOWER.

15. Mechanics and Wave-Motion.—A lecture course on the physical meaning and the mathematical derivation of the fundamental equations of Mechanics and Wave-Motion. Prerequisite: Physics 4 and Calculus. Mj. Spring, ASSOCIATE PROFESSOR GALE.

16. Experimental Physics (Advanced): Molecular Physics and Heat.—A course of advanced laboratory work involving the determination of vapor pressures and densities, coefficients of friction of gases and liquids, molecular electrical conductivities, freezing- and boiling-points, latent and specific heats, high and low temperatures, radioactive constants, etc. Prerequisite: course 4. Mj. Winter, PROFESSOR MILLIKAN AND MR. SOUDER.

17. Experimental Physics (Advanced): Light.—A course of advanced laboratory work in Light, consisting of accurate measurements in diffraction, dispersion, interference, and polarization. Prerequisite: course 4. Mj. Summer, ASSOCIATE PROFESSORS GALE AND MOORE; Autumn, ———.

18. Experimental Physics (Advanced): Electricity and Magnetism, I.—Laboratory work of the same grade as courses 16 and 17, but consisting of measurements in Electricity and Magnetism. Prerequisite: Physics 4. ASSOCIATE PROFESSOR KINSLEY. [Not given in 1915-16.]

19. Experimental Physics (Advanced): Electricity and Magnetism, II.—Laboratory work accompanied by lectures consisting of the theory and operation of dynamos, motors, and transformers. Prerequisite: Physics 4. Mj. Summer; Mj. Spring, ASSOCIATE PROFESSOR KINSLEY.

20. Physical Manipulation.—A series of exercises not provided in the regular courses of Experimental Physics, but important to the teacher or advanced student. It consists of the following groups:

Group A. *Shop Work* includes the cutting, filing, drilling, tapping, soldering, and polishing of metal, screw cutting, and elementary lathe work.

Group B. *Glass Work* includes the cutting, grinding, drilling, polishing, and testing of glass.

Group C. *Glass Blowing* includes the simpler processes in glass blowing, such as cutting, bending, and joining of tubes, blowing bulbs, sealing in electrodes, etc.

Group D. *Chemical Processes and Physical Preparations* include the silvering of glass, cleaning and distillation of mercury, preparation of fibers for suspension, and materials useful in experimental work. Mj. [Not given in 1915-16.]

22. Methods of Teaching Physics in the High School.—This course includes a consideration of the following topics: the function of science in education; the subject-matter of Physics from a logical and from a pedagogical point of view; the aims and purposes of a first course in Physics; the pedagogical principles involved in the lecture-demonstration, in the recitation and quiz, and in the

laboratory experiments and notebook. The course is illustrated by a series of lecture-demonstrations. It provides a survey of the whole field of Physics with especial reference to choice of subject-matter and effective methods of presentation in high-school classes. Mj. Summer, MR. TOWER. Prerequisite: knowledge first principles of Physics.

24. Spectroscopy and Astrophysics.—A non-technical treatment of the growth of Spectroscopy, with applications to solar and stellar phenomena. Prerequisite: 9 majors. Mj. Spring, ASSOCIATE PROFESSOR GALE.

25. History of Physical Science.—A continuation of course 9 in Philosophy, History of Science (ancient). A discussion of the origin and evolution of modern physical science in its relation to the growth of civilization. Prerequisite: 18 majors credit in college. Mj. _____.

26. Teaching of Physical Science.—A review of the history of science teaching in America and abroad, and a discussion of present problems and their solution in special cases. Mj. Spring, _____.

28. Photographic Processes.—Lectures and laboratory work on the laws of photographic action. Effects of exposure and development on opacity and density; orthochromatism, plate grain, speed, intensification, reduction, and the applications of these to the photography of exceptional subjects. Prerequisite: Calculus. Mj. Spring, DR. LEMON.

III. GRADUATE COURSES

31, 32, 33. Theoretical Physics.—A series of lectures chiefly in Theoretical Physics, Hydrodynamics, Elasticity, Capillarity, Molecular Physics, Thermodynamics, Wave-Motion, Sound, Optical Theories, Electricity, and Magnetism. 4 hours a week. Prerequisite: Physics 10, 11, and 13, and Calculus. Autumn, Winter, and Spring, PROFESSOR MICHELSON.

34, 35, 36. Theoretical Physics.—A series of lecture courses. Alternating with 31, 32, and 33. Prerequisite: same as for course 31. 3Mjs. Autumn, Winter, and Spring, PROFESSOR MICHELSON.

37, 38, 39. Experimental Physics.—A course of laboratory work, chiefly devoted to the repetition of classical experiments, such as Determination of the Mechanical Equivalent of Heat; Maxwell's "V"; Hertzian Oscillations; Relative and Absolute Wave-Lengths, etc. 10 hours a week. Prerequisite: Physics 16, 17, and 18. 3Mjs. Autumn, Winter, and Spring, PROFESSORS MICHELSON AND MILLIKAN.

40, 41, 42, 43. Research Course.—This course is intended for graduate students who are prepared to undertake special research. Except in the case of a purely mathematical problem, the entire time is to be devoted to work in the laboratory. DMj. Autumn, Winter, and Spring, PROFESSORS MICHELSON AND MILLIKAN.

48. Spectrometry I.—Laboratory work in photographing and measuring the spectra of various elements. Use of the concave grating, echelon, and interferometer. Prerequisite: consent of the instructor. Mj. Summer and Winter, ASSOCIATE PROFESSOR GALE.

49. Spectrometry II.—(Continuation of course 48.) Mj. or DMj. Spring, ASSOCIATE PROFESSOR GALE.

51. Thermodynamics.—Lectures upon the fundamental principles underlying the mechanical theory of heat and the application of these principles to physical and thermochemical problems. Prerequisite: two years of college Physics and Calculus. 5 hours a week. Mj. PROFESSOR MILLIKAN. [Not given in 1915-16.]

52. Electron Theory I.—A course of graduate lectures, covering the work of the last ten years on the electrical properties of gases, the electron theory, and radioactivity. Prerequisite: same as for course 51. 5 hours a week. Mj. Winter, PROFESSOR MILLIKAN.

53. Electron Theory II.—A continuation of 52, dealing with the application of the electron theory to metallic conduction, to the Seebeck, Peltier, Thomson, and Hall effects, to optical phenomena in magnetic fields, to the subject of electromagnetic mass, etc. 5 hours a week. Mj. Spring, PROFESSOR MILLIKAN.

55. Atomic Theories of Radiation and Their Experimental Basis.—A course of graduate lectures on recent theories of radiation, with especial reference to their relations to the laws of thermodynamics. Prerequisite: Elementary Thermodynamics. Mj. Summer, PROFESSOR MILLIKAN.

56. X-Rays and Theories of Atomic Structure.—A course of graduate lectures dealing with X-rays and the related phenomena the study of which has thrown new light upon the structure of the atom and the relations of the atom and the molecule. Prerequisite: College Physics and Calculus. Mj. Summer (or M. either Term), 8:00, PROFESSOR MILLIKAN.

57. The Theory of Alternating Currents.—A discussion of transformers, transmission circuits, and the various types of dynamos and motors. Prerequisite: course 18 or 19 and Calculus. ASSOCIATE PROFESSOR KINSLEY. [Not given in 1915-16.]

58. Transient Electrical Phenomena.—Theory and demonstration of current flow before the steady state is reached. Oscillations in power circuits and problems in telephone and telegraph transmission. Prerequisite: course 18 or 19 and Calculus. Mj. Winter and Summer, ASSOCIATE PROFESSOR KINSLEY. [Not given in 1915-16.]

59. Modern Spectroscopy.—A lecture course on the theory and use of spectroscopic apparatus and a discussion of spectroscopic and astrophysical phenomena. Prerequisite: same as course 51. M. Summer, ASSOCIATE PROFESSOR GALE.

60. Light Waves and Their Uses.—A course of graduate lectures on recent developments in physical optics. Prerequisite: same as for course 51. PROFESSOR MICHELSON. [Not given in 1915-16.]

61. Physical Optics.—Lectures on the fundamental equations of Theoretical Optics and on recent experimental results. Prerequisite: same as for course 51. Mj. ASSOCIATE PROFESSOR GALE. [Not given in 1915-16.]

62. The Theory of Relativity.—After a brief historical introduction, on the notion of relativity of time and space in its classic or Newtonian form, the course will be devoted to a study of the recent theory initiated by Einstein and Minkowski as a geometry of space and time adapted to the representation of physical laws. Special attention will be given to the discrimination between the logical elements of the theory and the special concrete interpretations that may be used in the formulation of experimental results. Mj. Summer, ASSISTANT PROFESSOR LUNN.

63. Geometrical Optics.—The methods and principles of Geometrical Optics as applied to the designing of optical instruments and the interpretation of their performance. Theory of the ideal instrument and its approximate realization; aberrations; illumination and diffraction; special properties of particular instruments; characteristics of various types of optical glass. ASSISTANT PROFESSOR LUNN. [Not given in 1915-16.]

64. Electromagnetic Theory.—(a) The main experimental facts of electromagnetism and their generalization so far as covered by the Maxwell theory in its abstract form; special problems concerning steady fields, induction, and electromagnetic waves. M. First Term, Summer. (b) The electronic interpretation and extension of the Maxwell theory; electromagnetic mass; theory of radiation and conduction; problems relating to moving bodies. ASSISTANT PROFESSOR LUNN. [Not given in 1915-16.]

70. Physics Club.—This organization, consisting of all instructors, graduate and advanced students in the Department, meets on Monday of each week from 4:30 to 6:00 for the discussion of recent research.

XX. THE DEPARTMENT OF CHEMISTRY

OFFICERS OF INSTRUCTION

†JOHN ULRIC NEF, PH.D., LL.D., Professor and Head of the Department of Chemistry.

JULIUS STIEGLITZ, PH.D., Sc.D., Professor of Chemistry and Director of Analytical Chemistry.

HERBERT NEWBY MCCOY, PH.D., Professor of Chemistry.

WILLIAM DRAPER HARKINS, PH.D., Associate Professor of Chemistry.

HERMANN IRVING SCHLESINGER, PH.D., Assistant Professor of Chemistry.

*LEMUEL CHARLES RAIFORD, PH.D., Instructor in Chemistry.

ETHEL MARY TERRY, PH.D., Instructor in Chemistry.

JOHN WILLIAM EDWARD GLATTFELD, PH.D., Research Instructor in Chemistry.

OSCAR FRED HEDENBURG, A.B., PH.D., Research Instructor in Chemistry.

STANLEY DAVIS WILSON, A.B., A.M., Instructor in Quantitative Analysis.

ARTHUR BUDD CARTER, PH.C., Curator.

RAYMOND DAVID MULLINIX, S.B., Associate and Lecture Assistant.

——, Associate in General Chemistry.

——, Associate in General Chemistry.

RALPH LYMAN BROWN, A.B., Assistant in Chemistry.

SIDNEY MARSH CADWELL, S.B., Research Assistant.

LAWRENCE MELVIN HENDERSON, S.M., Assistant in Physical Chemistry.

RENÉ DE POYEN, Assistant in Organic Chemistry.

RALPH KEMPTON STRONG, A.M., Assistant in Chemistry.

HARRY CLYDE TRIMBLE, A.B., Assistant in Chemistry.

ERNEST DANA WILSON, S.B., Assistant in General Chemistry.

FELLOWS, 1915-16

LESTER ARONBERG.

QUAESITA CORNWELL DRAKE, A.B., A.M.

LEO FINKELSTEIN, B.S.

RALPH EDWIN HALL, S.B., A.M., S.M., Swift Fellow.

MILTON T. HANKE, S.B., Loewenthal Fellow.

WILLARD ALLEN ROBERTS, S.B.

JOHN EDWARD SCHOTT, S.B.

INSTRUCTIONAL WORK

The Department aims to prepare students (1) to teach in colleges or universities; (2) to teach in secondary schools; (3) to fill positions as technical experts or assistants in chemical industries; (4) to become analysts in commercial and sanitary laboratories. The elementary courses may be taken with advantage by students having none of these ends in view.

Special stress will be placed on thoroughness of preparation and the symmetrical development of the student's knowledge. The object of the courses will be not so much to train specialists as to prepare the student to undertake intelligently all kinds of work of a chemical nature. Those intending to become practical chemists will find a thorough course of purely scientific chemistry the best basis for future specialization in any branch of the subject. Those who incline

* Resigned.

† Deceased.

toward inorganic chemistry will be required to do much physical and a considerable amount of organic work; those proposing to become organic chemists will be required to do work in inorganic chemistry of a more advanced nature than that given in the elementary and analytical courses, and some physical chemistry, etc.

RESEARCH

Students are encouraged to begin research work as soon as their preparation justifies it. Facilities for research in all lines, whether of inorganic, organic, or physical chemistry, are provided. Special opportunities to pursue entirely independent research work will be given to maturer students who have already obtained the Doctor's degree.

SEQUENCES

2, 3, 2S, 3S, General Chemistry, Inorganic; 4, Elementary Organic; 6, 7, 10, Qualitative Analysis; 8, 9, Quantitative Analysis; 12, Spectrum Analysis; 13-19, Special Methods in Quantitative Analysis; 20, Assaying; 25, Toxicology; 26, Detection of Poisons; 30-49, Organic Chemistry; 50-56, Advanced Inorganic Chemistry; 60-71, Physical Chemistry; 80, Teaching of Chemistry.

PRINCIPAL SEQUENCES

a) Courses 2, 3 (or 2S, 3S), 4, 6, 7, 8, 60 (or 61 or 62), and any other two courses in the Department except 1. If courses 33 and 34 or courses 30, 31, 32 be taken, course 4 is not required.

b) For students who intend to teach Chemistry in secondary schools: Courses 2, 3 (or 2S, 3S), 4 (see a) above), 6, 7, 8, 80 ($\frac{1}{2}$ major), one major selected from courses 60, 61, 62, and one and one-half majors in any other courses in the Department except course 1. Men will find it advisable to be prepared also to teach Physics, Mathematics, or Geology. Women will find it wiser to combine Chemistry with Physics, Physiography, Physiology, Botany, or Zoology.

c) For technical positions in Chemistry the Department requires courses 1 to 10 inclusive, one major in Physical Chemistry, two majors in courses 13 to 19, and at least two majors in Advanced Organic or Inorganic or Physical Chemistry.

d) Combination with other science departments: By dropping the necessary majors from the latter portion of sequence a) above, nine-major sequences may be offered involving the following courses: (1) three majors in College Physics, i.e., 3, 4, 5, but not 1, 2, preceding or accompanying 6 Chemistry courses enumerated in a) above; (2) one to three majors in Geology selected from XXI-2, 2A, 3, 11, 12, 30-35, 40-42, when these courses follow Chemistry courses 2, 3 (or 2S, 3S), and 6; (3) two majors of Physiological Chemistry provided they are taken after courses 2, 3 (2S, 3S), 4, and 6 in Chemistry; (4) two majors in Domestic Science (Chemistry of Foods and Dietetics), provided these courses follow 2, 3 (2S, 3S), 4, and 6 in Chemistry.

SECONDARY SEQUENCES

a) For students specializing in Physics: courses 2, 3, 6, 7, 8, and one major from courses 60, 61, 62.

b) For students specializing in Biological Science: courses 2, 3, 4, 6, 8, and one major from courses 60, 61, 62. If possible course 7 should also be taken.

c) For students specializing in Geology: courses 2, 3, 6, 7, 8, 9; the Department strongly advises courses 10, 14, and one major from courses 60, 61, 62.

DEGREES

The degree of Doctor of Philosophy: Chemistry the primary subject.—When the degree of Doctor of Philosophy in Chemistry is desired, the branch of chemistry touched by the thesis is offered as a *major subject* and some other branch of chemistry as the *second minor subject* (see p. 116). Besides this, a sufficient knowledge of other fundamental phases of the science is required as well as sufficient work in a *first minor subject* (see 4 below, and p. 116) in some other department. These conditions are complied with when the following specific requirements are fulfilled:

1. The presentation of a thesis embodying the result of original research in General, Inorganic, Organic, Physico-organic, or Physical Chemistry, or Radioactivity. This must constitute a real contribution to knowledge, and the work is usually done under the direction of an officer of the Department.

2. The general requirements for all candidates, in advance of General Chemistry: courses 4,¹ 6-9, 60 or 61 or 62, and two majors selected from courses 10, 11, 13-19, 30-32.

3. In addition to the above, one of the following specific sets of requirements, arranged according to the thesis subject:

General Chemistry and Inorganic Chemistry: courses 35 (or 30 and 31), 50-52, and 63, and one major taken from courses 13-19, 30-37, 64; *Organic Chemistry:* courses 30-32, 35-37, 50, and one major from 10, 13-19, 51, 52, 63, 64; *Physico-organic Chemistry:* courses 30, 31, 35, 36, 50, and 63, and one major taken from courses 10, 13-19, 51, 52, 63, and 64. *Physical Chemistry:* courses 35 (or 30 and 31), 50, 51, 63, 64, and one major taken from courses 10, 13-19, 30-32, 35-37, 52. *Radioactivity:* courses 50, 51, 63, 68, 69, and Physics 52 (Electron Theory), and one major taken from courses 10, 13-19, 30-32, 35-37, 52, and 64. In addition to one set of these specific requirements at least six half-majors will be chosen from the special lecture course 40-45, 54-58, 65-76, 83. The research work will require from four to six quarters.

4. Sufficient work in another department to make a *first minor of six majors*. In addition to the regular minor subject, all candidates are advised to take Mineralogy and Crystallography. The following are the requirements for such a minor in various departments: a) In *Physics*: two years of college Physics, including courses 3, 4, 5, and three of the courses 11, 12, 13, 16, 17, 18, 19, 48, 49, 51, 52, 53, 55 or 56. b) In *Physiological Chemistry*: two years of college and graduate work, including three majors selected from courses 1, 2, 3, 19 or 20 and three other majors selected from 24, 25, 26, 37, 38, 39, or 42. c) In *Geology*: courses 11, 12, 14, 15, 16, and 40 or their equivalent. Course 7 or 8 would be a prerequisite to these courses. d) In *Geography*: Courses 6, 7 or 14, 10, 11, 12, and one of the group 8, 9, 20. e) In *Hygiene and Bacteriology*: Courses 2, 3, 12, and 2½ majors in course 15. With permission, course 10 or 11 may be substituted for course 12.

The degree of Doctor of Philosophy: Chemistry the secondary subject.—When Chemistry is a secondary subject, the requirement is determined after conference with the Head of the Department in which the major work is done. Courses 2, 3, 6, 7, and 8, and four other majors in advance of 8, will be required when

¹ Course 4 may be omitted when advanced work in Organic Chemistry is taken.

Chemistry is the only secondary subject; courses 2, 3, 6, 7, and 8, and one other major, when Chemistry is one of two secondary subjects. Elementary Physical Chemistry (60 and 61) or Organic Chemistry, according as the major subject belongs to the Physical or the Biological Group, is recommended.

The Master's degree.—For the Master's degree a dissertation and eight majors of graduate work in Chemistry are required if all the work is in this Department. These majors must be selected from courses in advance of 9, with the approval of the Head of the Department. Courses prerequisite to these must be taken, but cannot be counted in reckoning the eight required majors.

The Bachelor of Science degree: Chemistry as major subject.—

I. For the degree of Bachelor of Science with Chemistry as representing the *nine-major sequence* required for the degree, the following courses will be required: 2 and 3 (or 2S and 3S), 4, 6, 7, 8, 60 or 61 or 62, and any two other courses in the Department, excepting course 1. If courses 33 and 34, or 30, 31, and 32, are taken, course 4 is not required.

II. For a *six-major sequence* in Chemistry, the following courses are required: 2 and 3, or (2S and 3S), 4, 6, 7, and 8. Course 60 or 61 may be substituted for 4.

III. For the *nine-major sequences with work in other departments* the following combinations will be accepted: (1) Three majors in college *Physics* (courses 3, 4, and 5 but not courses 1 and 2, in Physics) preceding or accompanying six of the Chemistry courses enumerated in I; (2) One to three majors in *Geology* (courses 2 or 2a, 3, 11, 12, 30-35, 40-42) when these courses are taken after Chemistry courses 3 (or 3S) and 6; (3) Two majors of *Physiological Chemistry*, provided they are taken after Chemistry courses 4 and 6; (4) Two majors in *Household Administration* or *Home Economics* (Chemistry of Foods and Dietetics), provided these courses follow 4 and 6 in Chemistry; (5) Two majors in *Hygiene and Bacteriology* provided they are taken after Chemistry courses 4 and 6.

SPECIAL COURSES NOT LEADING TO A HIGHER DEGREE

Special students.—Special or unclassified students, not candidates for a degree, will be received, but in every case they will be required to give evidence, satisfactory to the instructors, that their previous training has been sufficient to enable them to derive full profit from the courses they propose to take.

Preparation for teaching.—While students who have not taken the work required for the Doctor's or Master's degree are not usually recommended for college or university positions, the Bachelor's degree, with a sufficient amount of work in Chemistry, is at present considered preparation for teaching in secondary schools. In general, the work in Chemistry should include at least courses 1, 2, 3 (or 2S and 3S), 4, 6, 7, 8, 60 or 61, and 80, or their equivalent, as well as work in the College of Education. The prospective teacher in secondary schools should be prepared to teach at least one science besides chemistry.

Preparation for technical positions.—1. Thorough scientific training in all branches of chemistry required for the Doctor's degree forms the best basis for a career as a chemical expert in any branch of chemical industry. With this preparation, the principles and details of technical processes are quickly grasped, advances in industrial processes are intelligently followed, and newly discovered principles are readily applied.

2. Students who have taken from ten to fifteen majors of work in the Department are able to fill satisfactorily positions as assistants in technical and analytical laboratories and, after some practical experience, to advance to positions of independent responsibility. Students should take courses 1 to 10, inclusive, two majors in courses 13-19, and course 60 or 61. If the student's work is primarily in Organic Chemistry, he should take, if possible, two or three courses selected from 30-32 and 35-37; if his work is in Inorganic Chemistry primarily, he should take courses 50-52. Students taking the fuller preparation outlined are given the preference in answering requests received by the Department; but students with less complete training are also sought by technical firms.

3. The Department gives, with other departments (notably Physics and Mathematics) of the University, and the Department of Manual Training of the University High School, the equivalent of three years of a four years' course in Chemical Engineering. Students are able to take a large part of this work in the purely scientific fundamental branches, while they are candidates for a Bachelor's degree.

The Department does not pledge itself to secure positions for those who have studied in it; but, as a matter of fact, competent students find suitable places quickly, and in the past the demand for chemists has far exceeded the supply.

CHEMICAL SOCIETIES

The Kent Chemical Society is a club of students open to all those who have had six majors of Chemistry. The Society meets biweekly to listen to papers by members and others.

The Chicago Section of the American Chemical Society holds monthly meetings (except in summer) which the students of the University are welcome to attend. Membership in the Society is open to advanced students.

LABORATORY FEE

There is a laboratory fee of \$5.00 per major for all courses involving laboratory work in the Department of Chemistry. A deposit of \$5.00 for breakage is also required of each student.

COURSES OF INSTRUCTION

NOTE.—After course 9, the courses are arranged in groups according to subjects: courses 10-29 include courses in Analytical Chemistry, 30-49 in Organic Chemistry, 50-59 in Inorganic Chemistry, 60-79 in Physical Chemistry and Radioactivity; 80-89 are general in nature, and 90-99 are research courses. Nos. 10-19, 30-34, 40-43, 60, 61, 62, and 68-71 are open to, and suitable for, Senior College students.

I. PRIMARILY FOR THE JUNIOR COLLEGES

1. **Elementary General Chemistry: Inorganic I.**¹—Prerequisite: preparatory Physics. DM. Summer, First Term. Classroom, 6 hours a week; laboratory, 12 hours a week; DR. RAIFORD. Mj. Autumn. Classroom, 3 hours a week; laboratory, 6 hours a week; PROFESSOR MCCOY AND DR. ———.

2. **General Chemistry: Inorganic II.**—(Continuation of course 1.) Prerequisite: course 1. DM. Summer, Second Term, DR. RAIFORD; Mj. Winter, ASSISTANT PROFESSOR SCHLESINGER.

NOTE.—Course 2, Winter Quarter, is a continuation of course 1, but may be entered by those having credit for admission Chemistry.

3. **General Chemistry: Inorganic, III.**—(Continuation of course 2.) Prerequisite: course 2. Mj. Spring, ASSISTANT PROFESSOR SCHLESINGER.

NOTE.—Courses 1, 2, and 3 are consecutive courses. Separate credit is given for each, but students are not advised to take one course only. The aim of these courses

¹ Limited credit course. See p. 112.

is to give a definite idea of the fundamental principles of chemistry, and not to overburden the student with a mass of unconnected facts. The conception of chemical equilibrium and the modern theory of solutions are freely used. The lectures will be experimental to a considerable extent. The courses are designed to meet the wants not only of those who wish to go deeper into chemistry, but of all who wish to study the science as part of a liberal education. The lectures and classroom work of 1, 2, and 3 may be taken by graduate students without the laboratory work or laboratory fee.

2S. General Chemistry: Inorganic.—(First course.) For students who have had preparatory Chemistry. Prerequisite: preparatory Chemistry and preparatory Physics, one unit each. DM. Summer, First Term. Classroom, 6 hours a week; laboratory, 12 hours a week; ASSOCIATE PROFESSOR HARKINS. Mj. Autumn. Classroom, 3 hours a week; laboratory, 6 hours a week; ASSOCIATE PROFESSOR HARKINS AND MR. ———.

3S. General Chemistry: Inorganic.—(Continuation of course 2S.) DM. Summer, Second Term, ASSOCIATE PROFESSOR HARKINS; Mj. Winter, ASSOCIATE PROFESSOR HARKINS.

NOTE.—Whenever, in exceptional cases, the preparation of a student in 2S justifies it, qualitative analysis may be substituted for 3S.

4. Elementary Organic Chemistry.—Prerequisite: course 3 or 3S. Classroom, 3 hours a week; laboratory, 6 hours a week; Mj. Autumn and Spring, DR. GLATTFELD.

II. PRIMARILY FOR THE SENIOR COLLEGES

6. Qualitative Analysis.—(Introductory course.) The lectures deal with the chemistry of the analytical reactions, and special attention is given to the development and application of the laws of equilibrium and solutions. This course is, in an important sense, one in advanced General Chemistry. Classroom, 2 hours a week; laboratory, 8 or 16 hours a week. Prerequisite: course 3 or 3S. Mj. Summer and Autumn, ASSISTANT PROFESSOR SCHLESINGER; Winter and Spring, DR. TERRY.

7. Qualitative Analysis.—(Continuation of course 6.) Mj. or DM. Summer, ASSISTANT PROFESSOR SCHLESINGER; Autumn, Winter, and Spring, DR. TERRY.

NOTE.—Courses 6, 7, and 10 form a continuous course, which may be begun in any quarter. The aim of courses 6, 7, and 10 will be to train the student to do intelligent analytical work, based on a knowledge of the scientific principles of the subject, and to apply and amplify his knowledge of General and Physical Chemistry.

8. Quantitative Analysis.—(Introductory course.) Chiefly laboratory work in gravimetric and volumetric analysis. Laboratory, 8 or 16 hours a week; lecture, 1 hour. Prerequisite: course 7. Medical students will be admitted to the course after having taken course 6. Mj. or DM. Summer, MR. WILSON AND MR. ———; Autumn and Spring, MR. WILSON; Winter, MR. ———.

8M. Quantitative Analysis.—A special course for premedical and medical students giving the elements of gravimetric and volumetric analysis. Prerequisite: course 6. Summer, either Term, Autumn and Spring, $\frac{1}{2}$ Mj., MR. WILSON; Winter, $\frac{1}{2}$ Mj., MR. ———.

9. Quantitative Analysis.—(Continuation of course 8.) Mj. or DM. Laboratory, 10 or 20 hours a week. Mj. Summer, MR. WILSON AND MR. ———; Autumn and Spring, MR. WILSON; Winter, MR. ———.

NOTE.—Courses 8 and 9 form a continuous course which may be begun in any quarter.

III. PRIMARILY FOR THE GRADUATE SCHOOL

10. Advanced Qualitative Analysis.—(Continuation of courses 6 and 7.) Open to Senior College students. Prerequisite: course 7. Mj. or DM. Laboratory, 10 or 20 hours a week. Summer, ASSISTANT PROFESSOR SCHLESINGER; Autumn, Winter, and Spring, DR. TERRY.

11. Advanced Quantitative Analysis.—(Continuation of courses 8 and 9.) Open to Senior College students. Mj. or DM. Laboratory, 10 or 20 hours a week. Spring, MR. WILSON.

12. Elementary Spectrum Analysis (Qualitative).—Emission (flame and electric spark) and absorption spectra of inorganic substances. Chiefly laboratory work. $\frac{1}{2}$ Mj. Winter, ———.

13-19. Special Methods in Quantitative Analysis.—Chiefly laboratory work. Open to Senior College students.

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|---------------------------------|--------------------------|
| 13. Electrolytic Methods | $\frac{1}{2}$ Mj. or Mj. |
| 14. Special Mineral Analysis | Mj. |
| 15. Water Analysis | $\frac{1}{2}$ Mj. |
| 16. Gas Analysis | $\frac{1}{2}$ Mj. |
| 17. Organic Elementary Analysis | $\frac{1}{2}$ Mj. |
| 18. Iron and Steel Analysis | $\frac{1}{2}$ Mj. or Mj. |
| 19. Proximate Food Analysis | $\frac{1}{2}$ Mj. or Mj. |

Prerequisite: course 9. Domestic science and medical students will be admitted to courses 15 and 19 after having taken course 8. Summer, MR. WILSON AND MR. ADAMS; Autumn and Spring, MR. WILSON; Winter, MR. ———.

20. Assaying.—Fire-assay of gold, silver, and lead ores. Prerequisite: course 9. [Not given in 1915-16.]

25. Toxicology.— $\frac{1}{2}$ Mj. Autumn, PROFESSOR HAINES AND ASSISTANT.

26. Poisons and Their Detection.—A conference and laboratory course. M. Spring, Second Term, PROFESSOR HAINES.

30. Organic Chemistry.—Prerequisite: Qualitative Analysis. Lectures, 2 hours a week. Laboratory, 6 hours a week. Mj. Autumn, PROFESSOR STIEGLITZ.

31. Organic Chemistry.—(Continuation of course 30.) Mj. Winter, PROFESSOR STIEGLITZ.

32. Organic Chemistry.—(Continuation of course 31. The Aromatic Series.) M. Spring, PROFESSOR STIEGLITZ.

NOTE.—Courses 30, 31, and 32 form a continuous course, covering the compounds of carbon, including the fatty and the aromatic series. The aim of the courses will be to take up thoroughly the simpler compounds, going with great detail into the chemical behavior, the characteristic reactions, and relationships of the different classes of organic compounds, and considering with great care the synthetic methods by which they can be obtained. Richter's, Perkins and Kipping's, or Berthsen's *Organic Chemistry* is used as a reference book, but recent literature will, in special cases, be considered in detail.

33. General Organic Chemistry.—Fatty and aromatic series. Prerequisite: course 7. Lectures, 5 hours a week. Mj. Summer, DR. GLATTFELD.

34. Elementary Organic Preparations.—Laboratory work, 10 hours a week. This course is arranged to accompany the lectures of course 33. It may be taken without the lectures by students who have had Organic Chemistry. Prerequisite: course 7. M. or Mj. Summer, DR. GLATTFELD.

35. Organic Preparations.—Laboratory work, 10 or 20 hours a week. Prerequisite: courses 7 and 9, Organic Chemistry (may be taken simultaneously with lectures on Organic Chemistry), and a reading knowledge of German. DM. Summer, First and Second Terms, DR. GLATTFELD; Mj. Autumn, Winter, and Spring, PROFESSOR STIEGLITZ.

36. Organic Preparations.—(Continuation of course 35.) DM. Summer, First and Second Terms, DR. GLATTFELD; Mj. Autumn, Winter, and Spring, PROFESSOR STIEGLITZ.

37. Organic Preparations.—(Continuation of course 36.) DM. Summer, First and Second Terms, DR. GLATTFELD; Mj. Autumn, Winter, and Spring, PROFESSOR STIEGLITZ.

40. Special Chapters of Organic Chemistry.—Lectures. Prerequisite: course 32. [Not given in 1915-16.]

41. The Aromatic Series.—Lectures, 2 hours a week. Prerequisite: Organic Chemistry. $\frac{1}{2}$ Mj. Winter, PROFESSOR STIEGLITZ. [Not given in 1915-16.]

42. The Carbohydrates and the Terpenes and Their Derivatives.— $\frac{1}{2}$ Mj. PROFESSOR STIEGLITZ. [Not given in 1915-16.]

43. Organic Nitrogen Derivatives.—Uric acid series, pyridine, quinone-imides, and phenazine compounds; a discussion of the alkaloids, ptomaines, and organic dye-stuffs. Prerequisite: course 31. $\frac{1}{2}$ Mj. PROFESSOR STIEGLITZ. [Not given in 1915-16.]

44. Physical Chemistry Applied to Organic Problems.—Lectures, 2 hours a week. Prerequisite: courses 31 and 60, 61, or 62. [Not given in 1915-16.]

45. Selected Topics of Organic Chemistry.—Reversibility; tautomerism; stereoisomerism; organic dye-stuffs; application of the electron theory to organic compounds. Prerequisite: Organic Chemistry. $\frac{1}{2}$ Mj. PROFESSOR STIEGLITZ. [Not given in 1915-16.]

46. Relations of Physical Properties and the Constitution of Organic Compounds.— $\frac{1}{2}$ Mj. Summer, DR. RALFORD.

50. Inorganic Preparations.—Laboratory work, 10 or 20 hours a week; classroom work, 3 hours a week. Prerequisite: course 9, and a reading knowledge of German. Mj. or DM. Summer and Spring, ASSOCIATE PROFESSOR HARKINS; Autumn and Winter, ASSISTANT PROFESSOR SCHLESINGER.

51. Inorganic Preparations.—(Continuation of course 50.) Mj. or DM. Same schedule as course 50.

52. Inorganic Preparations.—(Continuation of course 51.) Mj. or DM. Same schedule as course 50.

54A. Selected Topics in Inorganic Chemistry.—Discussions of selected topics in inorganic chemistry such as peroxides and related salts, complex salts, hydrates, molecular compounds, iso- and heteropoly acids, Werner's theory, structural and space isomerism and optical activity in inorganic compounds, etc. Lectures only. $\frac{1}{2}$ Mj. ASSISTANT PROFESSOR SCHLESINGER. [Not given in 1915-16.]

54B. Selected Topics in Inorganic Chemistry.—Active hydrogen, nitrogen, oxygen, and chlorine; the passive state; Werner's theory, etc. $\frac{1}{2}$ Mj. Summer, ASSISTANT PROFESSOR SCHLESINGER.

55. Advanced General Chemistry.—Discussions bearing chiefly upon the work of courses 50, 51, and 52, and relating to such subjects as temperature measurement, crystal form and habit, isomorphism, solid solution, double salts, thermal analysis, alloys, transition temperatures, absorption, colloids, etc. This course is intended to supplement the work of the courses in inorganic preparations but can be taken independently. Prerequisite: same as for course 50. Lectures only. $\frac{1}{2}$ Mj. ASSISTANT PROFESSOR SCHLESINGER.

56. Special Topics in Inorganic Chemistry.—A study of recent researches in inorganic chemistry, and a discussion of fields still open for investigation. Special topics to be considered during the year 1915-16: free energy and electromotive force in relation to their application in inorganic chemistry. Prerequisite: Chemistry 60 and Calculus. $\frac{1}{2}$ Mj. Spring, ASSOCIATE PROFESSOR HARKINS.

60. Elementary Physical Chemistry I.—Lectures, 2 hours a week; laboratory work, 8 hours a week. Lectures on laws of gases, atomic theory, kinetic theory, optical activity, phase rule, and related topics. Laboratory work on the determination of vapor-densities, molecular weights by freezing- and boiling-point methods, degrees of ionization by conductivity method, transference numbers, optical activity, and reaction velocity. Prerequisite: Physics 1 and Chemistry 8. Mj. Spring, PROFESSOR MCCOY AND MR. HENDERSON.

61. Elementary Physical Chemistry II.—Lectures, 2 hours a week; laboratory work, 8 hours a week. Lectures on laws of solution, ionic theory, electro-chemistry, reaction velocity, chemical equilibrium, and related topics. Laboratory work; continuation of course 60. Mj. Spring, PROFESSOR MCCOY. [Not given in 1915-16.]

62. Elementary Physical Chemistry.—Selected topics from courses 60 and 61. Lectures, 2 hours a week; laboratory work, 8 hours a week. Mj. Summer, PROFESSOR MCCOY AND MR. HENDERSON.

63. Physico-chemical Measurements I.—Laboratory course. Continuation of 61, including a large variety of typical determinations. Prerequisite: Physics 3 and Chemistry 61. Course 65 should accompany or precede this course. Mj. or DM. Summer, Autumn, and Spring, PROFESSOR MCCOY.

64. Physico-chemical Measurements II.—Laboratory course. Continuation of course 63. Mj. or DM. Summer, Autumn, and Spring, PROFESSOR MCCOY.

65A, B, C, D. Chemical Dynamics.—Four consecutive, advanced courses based on *Nernst's Theoretical Chemistry*. Prerequisite: courses 60, 61, 63, and Calculus. $\frac{1}{2}$ Mj. each Quarter. 65B, Summer; 65C, Autumn; 65D, Spring, PROFESSOR MCCOY.

68. Radioactivity and the Nature of Matter.—Lectures. Prerequisite: course 60. $\frac{1}{2}$ Mj. PROFESSOR MCCOY. [Not given in 1915-16.]

69. Laboratory Course in Radioactivity.—To accompany or follow course 68. $\frac{1}{2}$ Mj. or Mj. Summer, Autumn, Spring, PROFESSOR MCCOY.

71. The Atomic Theory.—Prerequisite: course 8. $\frac{1}{2}$ Mj. PROFESSOR MCCOY. [Not given in 1915-16.]

75. Theories of Solutions I.— $\frac{1}{2}$ Mj. ASSOCIATE PROFESSOR HARKINS. [Not given in 1915-16.]

76. Theories of Solutions II.— $\frac{1}{2}$ Mj. ASSOCIATE PROFESSOR HARKINS. [Not given in 1915-16.]

77. The Free Energy of Chemical Reactions.—Prerequisite: Physical Chemistry and Calculus. $\frac{1}{2}$ Mj. Spring, ASSOCIATE PROFESSOR HARKINS.

82. Club Meetings.—Meetings of the Kent Chemical Society will be held twice a month. They may be attended by anyone interested. The subjects for the meetings will be announced at least one week in advance. Summer, Autumn, Winter, and Spring.

83. The Teaching of Chemistry.—A series of conferences. $\frac{1}{2}$ Mj.

85. The Chemistry and Preparation of Medicinal Drugs.— $\frac{1}{2}$ Mj. Spring, PROFESSOR HAINES.

90-93. Research Work.—These courses will include from 30 to 40 hours a week of laboratory work, under the special direction of some one of the instructors in the Department. It is expected that research work for a Doctor's thesis will require 4-6 quarters (4-6 DMjs.). Before being admitted to research, a candidate must satisfy the instructors of the Department that his previous training has been sufficient.

90. Research in Organic and Physico-organic Chemistry.—Autumn, Winter, and Spring, PROFESSOR STEIGLITZ.

91. Research in Physical Chemistry and Radioactivity.—Summer, Autumn, and Spring, PROFESSOR MCCOY.

92. Research in General and Physical Chemistry.—Summer, Autumn, Winter, and Spring, ASSOCIATE PROFESSOR HARKINS.

93. Research in Inorganic and Physical Chemistry.—Summer, Autumn, Winter, and Spring, ASSISTANT PROFESSOR SCHLESINGER.

95. Independent Research.—Summer, Autumn, Winter, and Spring.

96. Masters' Theses in Quantitative Analysis.—Summer, Autumn, and Spring, MR. WILSON.

97. Masters' Theses in Organic Chemistry.—Summer, DR. RAIFORD; Summer, Autumn, Winter, and Spring, DR. RAIFORD.

98. Masters' Theses in Qualitative Analysis.—Autumn, Winter, and Spring, DR. TERRY.

99. Research in Mineralogical and Geological Chemistry.—Summer, Autumn, Winter, and Spring, ASSISTANT PROFESSOR BROKAW (Geology).

100. Research in the Chemistry of Food.—Summer, Autumn, and Winter, ASSISTANT PROFESSOR BLUNT (College of Education).

CHEMISTRY COURSES IN THE DEPARTMENT OF GEOLOGY

Geology 41. Chemistry of Ore Deposits.—The course will include (1) a study of physical and chemical laws applied to geological problems, with especial reference to the phenomena involved in the formation of ore deposits; (2) studies in paragenesis, and the interpretation of paragenetic groups of minerals; and (3) a critical examination and interpretation of geologic and mining reports dealing with the origin of ore bodies. Prerequisite: Geology 40 and a working knowledge of chemistry. Mj. Spring, ASSISTANT PROFESSOR BROKAW.

Geology 42. Industrial Geology.—A study of the more important industries in which raw materials of mineral origin are prepared for use. The course includes a brief treatment of the metallurgy of the common metals, and a study of the manufacture of coke, cement, clay products, glass, petroleum products, etc. Field trips on Saturdays to plants in and near Chicago are supplemented by detailed reports on each plant. Special problems will be assigned to students interested in any particular phase of the subject. Expenses about \$10.00. Classroom work 3 days a week. Prerequisite: Geology 2, 3, 5, or 12, and a working knowledge of chemistry. Mj. Autumn, ASSISTANT PROFESSOR BROKAW.

CHEMISTRY COURSES IN THE DEPARTMENT OF HOME ECONOMICS

36. Chemistry of Food.—A study of the chemistry of proteins, carbohydrates and fats, with special emphasis upon the composition of such foods as meat, flour, sugar, milk, butter; adulteration of food. The laboratory work is partly qualitative and partly quantitative, for the latter the official methods of analysis being used. Open to Senior College students. Prerequisite: Organic Chemistry. Laboratory fee, \$3.00. Mj. Autumn and Summer, ASSISTANT PROFESSOR BLUNT.

37. Chemistry of Food (continued).—A continuation of the work in course 36. The subject-matter may be adapted to the special needs of the students. Open to graduate or Senior College students. Prerequisite: course 36 or its equivalent. Laboratory fee, \$3.00. Mj. Winter, ASSISTANT PROFESSOR BLUNT.

38. Chemistry of Nutrition.—The chemistry of digestion; metabolism; quantities of protein, ash constituents, etc., desirable under different conditions. The laboratory work consists chiefly of artificial digestion experiments and mine analysis. Open to graduate or Senior College students. Prerequisite: course 36. Laboratory fee, \$3.00. Mj. Winter; M. Summer, Second Term, ASSISTANT PROFESSOR BLUNT.

XXI. THE DEPARTMENT OF GEOLOGY

OFFICERS OF INSTRUCTION

THOMAS CHROWDER CHAMBERLIN, Ph.D., LL.D., Professor and Head of the Department of Geology.

ROLLIN D. SALISBURY, A.M., LL.D., Professor of Geographic Geology.

STUART WELLER, Ph.D., Professor of Paleontologic Geology.

ALBERT JOHANNSEN, Ph.D., Associate Professor of Petrography and Mineralogy.

ROLLIN THOMAS CHAMBERLIN, Ph.D., Assistant Professor of Geology.

ALBERT DUDLEY BROKAW, Ph.D., Assistant Professor of Mineralogy and Economic Geology.

J. HARLEN BRETZ, Ph.D., Assistant Professor of Geology.

EUGENE AUSTIN STEPHENSON, S.B., Instructor.

ARTHUR CHARLES BEVAN, S.B., Laboratory Assistant.

ARTHUR IDDINGS, A.B., Laboratory Assistant.

RAYMOND CECIL MOORE, A.B., Laboratory Assistant.

HALLY MERING SCOTT, A.B., Laboratory Assistant.

SPECIAL INSTRUCTORS

CHARLES E. COOKE, Instructor in Topographic Map-Making (Spring, 1916).
 CHARLES KENNETH LEITH, PH.D., Professorial Lecturer on Pre-Cambrian
 Geology (Winter, 1915).
 PAUL MACCLINTOCK, Laboratory Assistant (Summer, 1915).
 ARTHUR CARLTON TROWBRIDGE, PH.D., Professor of Geology, University of Iowa
 (Summer, 1915).

FELLOWS, 1915-16

CHARLES WALTER HAMILTON, A.B.	ABRAM OWEN THOMAS, PH.B., A.M.
JOHN KNOX KNOX, A.B.	CHARLES WELDON TOMLINSON, A.B.,
PAUL MACCLINTOCK, S.B.	A.M.
ANGUS McLEOD, A.B.	WALTER BYRON WILSON, A.M.
VIVIAN OURAY TANSEY, S.B.	

INTRODUCTORY

The aim of the Department is to provide systematic training in Geology, including Physical Geography, Mineralogy, Petrology, and the geologic phases of Paleontology. The courses may be grouped with reference to the following ends: (1) general culture, (2) preparation for teaching, (3) preparation for professional work on geological and economic surveys, or (4) other lines of investigation. Students preparing for positions in colleges and universities, or for professional work on surveys or in other fields, may devote the larger part of their time to General Geology, or they may specialize to some extent in Geographic Geology, Petrography, or Paleontologic Geology.

The brief synopses given under the several courses enumerated below indicate their general scope, but they are subject to modification in the interests of better adaptation to the attainments and abilities of students.

JOURNAL OF GEOLOGY

The *Journal of Geology*, devoted to Geology and allied sciences, is published by the Department. The immediate editorship rests with the members of the Faculty of the Department, but associated with them are the heads of geologic departments in some of the leading American and European universities, together with several official geologists of this and other countries.

SEQUENCES

2, Introduction to Economic Geology; 3, Introduction to Mineralogy and Petrology; 4, Historical Geology (emphasis on life-development); 5, General Geology; 7, Field and Laboratory Course; 8, Field Geology; 11, Crystallography; 12, Determinative Mineralogy; 14, Geographic Geology; 15 and 16, Continental Evolution; 17, Geologic Life-Development; 19, Teachers' Course; XXIA (Geography) 6, Meteorology; 9, Climatology; 10, Influence of Geography on American History; 11, Economic Geography of the United States; 12, Conservation of Natural Resources; XX (Chemistry) 2 and 3, General Chemistry, 6 and 7, Qualitative Analysis; XIX (Physics) 3, Mechanics, Molecular Physics; and Heat; 4, Electricity, Sound, Light; 5, Lecture Demonstration Course.

REQUIREMENTS FOR DEGREES

THE DEGREE OF DOCTOR OF PHILOSOPHY

A. *Geology the major subject*.—Though the degree of Doctor of Philosophy is not conferred merely on the completion of a group of specified courses, the general scope of the work expected of a candidate is suggested below:

1. *General Geology the principal subject*: Courses 8, 11, 12, 14, 15, 16, 17, 20, 21, 22, 24, 30, 31, 32, 36, 39, 40, 50, 51, 53, 54, 55, and two majors of the following: 18, 23, 38, 46, 47, 48, 58 (or equivalents).

2. *Geographic Geology the principal subject*: The work covered by courses 8, 9, 11, 12, 14 (DMj.), 15, 16, 17, 20, 21, 39, 40, 50, 51, 53, 54, 55, and two majors of the following: 18, 38, 46, 47, 48, 58 (or equivalents), courses 5, 10, and 12 in Geography; and a general knowledge of Geographic Botany and Geographic Zoology.

3. *Paleontologic Geology the principal subject*: Courses 8, 11, 12, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 26, 27 (the last three as DMjs.), 36, 50, 51, 53, 54, 55, and two majors from the following: 46, 47, 48, 58 (or equivalents), and three courses in Vertebrate Paleontology. In addition, a knowledge of the general principles of Zoology and Botany, including field Zoology and Plant Ecology.

4. *Petrography the principal subject*: Courses 8, 11, 12, 14, 15, 16, 17, 20, 21, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 50, 51, 53, 54, 55, and two majors from the following: 46, 47, 48, 58, and at least two years of Chemistry.

5. *Economic Geology the principal subject*: Requirements as for 1 above, except that courses 37, 41, 42, 43, 44, with their prerequisites, are to be substituted for 21, 22, 23, 24. Courses 53, 54, 55, and 58, as well as the special work for the thesis, will be in economic geology.

Some of the courses listed above must have been taken before the work for the Ph.D. degree is begun, if that degree is taken in the minimum time.

A satisfactory thesis based on research work is required of all candidates, and in all cases a thorough knowledge of the principles of Physics and Chemistry is presupposed.

B. *Geology the minor subject*.—In case Geology is the only minor subject, the courses required normally are 8 (A or B), 14, 15, 16, and 17, and three other major courses selected from those numbered 9 or above; but some substitution may be allowed if the nature of the major subject makes this advisable. If Chemistry, for example, is the major subject, courses 11, 12, 40, and 41 should be taken, and at least two of these courses may be substituted for two courses listed above in this paragraph. If Geology is the first of two minors, the courses required normally are 7 or 8, 14, 15, 16, and 17; but certain substitutions may be permitted on the principle stated above. If Geology is the second of two minors, the courses required take account of the nature of the major subject. If Geology is one of two minors, courses 7 or 8 (A or B), 14, 15, 16, and 17.

THE MASTER'S DEGREE

The requirements for the Master's degree, if all the work is taken in this Department, are courses 8 (A or B), 14, 15, 16, and 17, three other majors selected from courses numbered 9 or above, a dissertation, and a satisfactory examination on the work taken in preparation for the degree. The courses

to be taken for this degree should be agreed upon with the Dean of the Ogden Graduate School two quarters before the degree is conferred.

It is the rule of the Department that no course completed with grade below C shall be counted in fulfillment of the requirements for the Master's degree, and the average grade of the work offered for this degree shall be not lower than B—.

THE BACHELOR'S DEGREE

PRINCIPAL SEQUENCES

References to courses in Geology and other departments are indicated by Roman numerals: XIX, Physics; XX, Chemistry; XXI, Geology; XXIA, Geography.

(Note.—Geology 1 or Geography 1 is a prerequisite for all courses in the sequence.)

I. Geology

XXI-2, 5, 7 or 8; one of the groups 3, 6, 6A, or 11, 12, 17; 14, 15, 16. The numerical order is recommended, but 11 and 12 may accompany or follow 14, 15, 16.

II. Geology and Geography

XXI-2, 5, 7 or 8, 14; 15 and 16, or 3 and 6 or 6A; XXIA-6, 12, and one of the group 9, 10, 11. The courses in XXIA should follow the first two courses in XXI. Courses in XXI should be taken in numerical order.

III. Geology and Chemistry

XXI-2, 3, 5, 7 or 8, 11, 12; XX-3, 6, 7, Chemistry 1 and 2 being prerequisite. XX-3 should precede or accompany XXI-11. Courses in each department should follow the numerical order.

IV. Geology and Physics

Same as III, except that XIX 3, 4, 5 are to be substituted for XX 3, 6, 7.

V. For Students Preparing for Work in Economic Geology, Mining, etc.

XXI-2, 3, 7 or 8, 11, 12, 14, 15, 16, 40, and at least two years of Chemistry and one of Physics. Courses in XXI should be taken in numerical order; one year of Chemistry and Physics 3 should precede XXI-11, and all the Chemistry and Physics should precede XXI-40.

VI. For Students Intending to Teach Physiography in Secondary Schools

XXI-2 or 3, 5, 7 or 8 (or XXIA-4), 14, 19, XXIA-5, 6, 10, 12. If Geology as well as Physiography is to be taught, XXI-15, 16, 17 should be taken.

SECONDARY SEQUENCES

a) *General*: XXI-2, 4 or 5, 7 or 8, 14, 15, 16.

b) *For students specialising in Chemistry*: 2, 3, 5, 7 or 8, 11, 12.

c) *For students specialising in Zoology or Botany*: 4 or 5, 7 or 8, 14, 15, 16, 17.

COURSES OF INSTRUCTION

Explanation of abbreviations.—A major course, Mj., is a course in which the class meets four or five hours a week for a quarter. A double major course, DMj., is the equivalent of two majors. A minor course, M., is a half-major, and a double minor course, DM., is a double course for half a quarter.

I. FOR THE JUNIOR AND SENIOR COLLEGES

1. *Physiography.*¹—The earth's features, treated with special reference to their origin and significance; agencies effecting changes in geographic features;

¹ Limited credit course. See p. 112.

physiographic changes in progress; genetic geography. The course includes a brief consideration of the elements of Meteorology and Oceanography. Occasional field trips on Saturdays. May be followed by any one of the courses 2, 3, 4, or 5. Mj. each Quarter, PROFESSOR SALISBURY, ASSISTANT PROFESSORS CHAMBERLIN AND BRETZ, and MR. STEPHENSON.

NOTE.—Half-credit only will be given for this course, if it follows Geography 1.

2. Mineral Resources of the United States.—An elementary course including (1) a general discussion of the mineral resources of the United States; (2) a study of the geologic conditions under which deposits of economic value are found; (3) a brief study of the common minerals of economic importance; (4) excursions to points of economic interest in and about Chicago. Prerequisite: Elementary Chemistry. Mj. each Quarter, ASSISTANT PROFESSOR BROKAW AND MR. STEPHENSON.

3. Introduction to Mineralogy and Petrology.—A short course intended to familiarize students with common minerals and rocks. Includes a brief discussion of crystal forms, determination of the common minerals by means of physical characters and a few of the simpler blowpipe tests, a study of the origin and occurrence of these minerals, and the development of a field classification of rocks. Laboratory work two hours a day, three days a week. Prerequisite: Elementary Chemistry (the equivalent of Chemistry 1) and Solid Geometry. Mj. Summer, Autumn, and Spring, ASSISTANT PROFESSOR BROKAW AND MR. STEPHENSON.

5. General Geology.—A synoptical course treating of the leading facts and principles of the science, and the more important events of geological history; adapted primarily to students not intending to specialize in Geology. Occasional field trips on Saturdays. Open to Junior College students who have had course 1. Mj. each Quarter, PROFESSOR SALISBURY, ASSISTANT PROFESSORS CHAMBERLIN AND BRETZ, AND MR. STEPHENSON.

6. History of Invertebrate Life.—A consideration of the most ancient life of the earth, its progressive development, its organization into faunas, the relations of the faunas to environment, etc. Prerequisite: Geology 5. Mj. Winter, PROFESSOR WELLER.

6A. History of Vertebrate Life (same as course 1 in the Department of Paleontology).—The progressive evolution of the chief types of Fishes, Reptiles, Birds, and Mammals; their distribution and their migrations. Prerequisite: Geology 5. Spring, PROFESSOR WILLISTON.

7. Field and Laboratory Course.—A study (1) of the physiography and geology of Chicago and vicinity, (2) of relief, topographic, and geologic maps, and (3) of common rocks. Two field trips (one on Saturday) and two laboratory (or classroom) exercises weekly. For teachers, and for those who wish to learn methods of field work. Prerequisite: Geology 1 and 4 or 5. Class limited to 16. Mj. Spring, MR. STEPHENSON.

7A. The same as course 7, in abbreviated form. Summer, Second Term, ASSISTANT PROFESSOR BRETZ.

II. FOR SENIOR COLLEGE AND GRADUATE STUDENTS

8A. Field Geology (First course outside of Chicago).—An introduction to the more specialized professional courses that follow; helps to prepare for the teaching of Geography, Physiography, and Elementary Geology; involves training in stratigraphic, surficial, and other field determinations, together with mapping, sketching, and technical description. The field for 1915 is the vicinity of Devil's Lake, Wis. Prerequisite: course 5 or equivalent. Class limited to 12. 3M. Summer, First Term, PROFESSOR TROWBRIDGE; Second Term, MR. BEVAN; September, ASSISTANT PROFESSOR BRETZ.

8B. Field Geology (First or second course).—In 1915, the course will involve a study of stratigraphy and structure in St. Genevieve County, Missouri, where strata from the Cambrian to the Middle Mississippian are exposed in a small area. Each student will make detailed studies of the structural, lithological, and faunal

characters of the several formations, and will prepare a complete geological map of the area investigated. Collections of fossils will be made for future laboratory study. The work in the field will begin September 1, and continue four weeks, after which a report will be prepared. Amount of credit depends on the work done. The field work, satisfactorily completed, will count 1Mj. A satisfactory report will count for 1M. in addition. Prerequisite: Geology 4 or 5. May follow course 8A. Registration only after consultation with the instructor. September, PROFESSOR WELLER.

9. Introduction to Invertebrate Paleontology.—An introduction to the study of fossils based on laboratory study of collections made in Geology 8C. Each student will prepare and classify his own collections under the direction of the instructor. Prerequisite: Geology 8B. Mj. Autumn, PROFESSOR WELLER.

10. Special Problems.—The problems selected vary from year to year, but generally will include a detailed study of selected areas of the United States, from the physiographic and geologic viewpoints. The wishes of students will be considered in the selection of areas to be studied. For advanced students only. Registration only after consultation with instructors. [Not given in 1915-16.]

11. Mineralogical Crystallography.—A classroom and laboratory course including the study of crystal forms, systems, and habits, the measurement of interfacial angles, an elementary discussion of polarized light in its application to crystallography, and discussion of current theories relating to crystallization and crystalline structure. Models and natural crystals studied. Prerequisite: Elementary Physics, Chemistry 2, Solid Geometry. Mj. Winter, ASSISTANT PROFESSOR BROKAW.

12. Descriptive and Determinative Mineralogy.—A continuation of course 11. Laboratory work in determinative mineralogy, classroom work in descriptive mineralogy, and a study of the genesis and association of various mineral species. Prerequisite: Geology 11, Chemistry 3. Mj. Spring, ASSISTANT PROFESSOR BROKAW.

14. Geographic Geology.—The origin, development, and destruction of geographic features. The agents and processes involved. Contemporary geologic formations. Significance of landscape contours and geographic outlines. Geophisognomy. Prerequisite: Geology 4 or 5; Inorganic Chemistry, and General Physics. Geology 7 or 8 desirable antecedent. Mj. or DMj. Autumn, PROFESSOR SALISBURY AND ASSISTANTS.

NOTE.—Students specializing in General or Geographic Geology should take this course as a DMj., but only after consulting the instructor. Occasional field trips on Saturday, some of them taking most of the day, are required.

15 and 16. Continental Evolution.—The principles of continental development, based chiefly on the physical history of the North American continent. Prerequisite: course 14. Mj. or DMj. courses. Winter and Spring, PROFESSOR SALISBURY AND ASSISTANTS.

NOTE.—Senior and graduate students specializing in General Geology may take courses 15 and 16 as DMjs., but only if they have had Geology 8, Physics 3, and Chemistry 2, or their equivalents.

17. Geologic Life Development.—A study of the introduction and succession of faunas in their geologic relationships, constituting historical Geology studied on the life-side. Classroom and laboratory course. Prerequisite: Geology 15. Mj. Spring and Autumn, PROFESSOR WELLER.

18. Topographic Surveying.—A study of the principles involved, and practice in their application. Prerequisite: Geology 5. Class limited to 16. Students who have had Geology 15 will have preference over others. Spring, 1915, MR. COOK.

19. Teachers' Course.—The principles and methods of Physiography in secondary schools, and the selection of material to be presented. For teachers of Physiography. Prerequisite: a general knowledge of Physiography. M. Spring, PROFESSOR SALISBURY. [May not be given in 1915-16.]

III. FOR GRADUATE STUDENTS

20. Field Geology (Second course).—Advanced field work, involving the systematic investigation of the formations of an area. A formal report, as nearly as practicable in conformity with the approved methods of official geological reports, is required. The work may be prosecuted during July, August, and September. *In all cases the arrangements will be individual and must be made in advance.* The work under Professor Salisbury and Professor Trowbridge will be physiographic and glacial, in southwestern Wisconsin; that under Professor Weller, stratigraphic and paleontologic, in southeastern Missouri. Prerequisite: Geology 8 and 16, or equivalents, and for Professor Weller's work, course 17. Registration only after consultation with the instructors. [Not given in 1915-16.]

21. Invertebrate Paleontology.—A study of invertebrate fossils, their classification, and their geologic and geographic distribution. Lectures and laboratory work. Prerequisite: Geology 4, 5, or 17, and a comprehensive knowledge of Systematic Zoology. Mj. Autumn, PROFESSOR WELLER.

22. Invertebrate Paleontology.—A continuation of course 21. Prerequisite: Geology 21. Mj. Winter, PROFESSOR WELLER.

23. Invertebrate Paleontology.—Laboratory work in the preparation and identification of invertebrate fossils, with training in the practical uses of the literature of the subject. Prerequisite: Geology 22. Mj. Spring, PROFESSOR WELLER.

24. Stratigraphic Paleontology.—An investigative study of the ancient faunas of the earth, their composition, origin, and geographic distribution; the interpretation of the facts and their application to geologic problems and to problems in paleogeography. Prerequisite: Geology 16, 17, and 23. Mj. Winter, PROFESSOR WELLER.

25, 26, 27. Special Paleontologic Geology.—Chiefly individual work in the faunas of special geologic periods or formations, or on other selected themes in historic or applied Paleontology. Prerequisite: Geology 23. Mj. or DMj. Autumn, Winter, and Spring, PROFESSOR WELLER.

30. Petrology: Optical Mineralogy.—Lectures and laboratory work. Includes a review of the principles of optics as applied to the petrographical microscope, the use of the microscope and other apparatus, and descriptions of the rock-forming minerals, with a study of their associations and alterations. Prerequisite: course 12. Mj. Autumn, ASSOCIATE PROFESSOR JOHANSEN.

31. Petrology: Descriptive.—The study of igneous, metamorphic, and sedimentary rock types, and of the different mineralogical and chemical classifications which are in use at the present time. Practice in writing systematic descriptions of rocks from thin sections and hand specimens, such as would be required in the preparation of official reports. Lectures and laboratory. Prerequisite: Geology 30. Mj. Winter, ASSOCIATE PROFESSOR JOHANSEN.

32. Petrology: General.—The origin, present condition, metamorphism, and decay of igneous and sedimentary rocks. Lectures and laboratory. Prerequisite: Geology 31. Mj. Spring, ASSOCIATE PROFESSOR JOHANSEN.

33, 34, 35. Advanced Petrology.—This group includes: (1) advanced petrographic-microscopic methods, such as optical measurements with the microscope, work with the Fedorow stage, microchemical work, etc.; (2) a reading-course in petrogenesis and on the development of petrology; (3) individual work on special collections, preferably on material obtained by the student in field work; (4) preparation of petrographic reports. Prerequisite: for course 33, Geology 32; for 34, 33; for 35, 34. Mj. or DMj. Autumn, Winter, and Spring, ASSOCIATE PROFESSOR JOHANSEN.

36. Pre-Cambrian Geology.—The nature and distribution of the rocks, and the problems involved in their study; structural and metamorphic changes. Given in alternate years. Prerequisite: courses 16 and 30. Mj. or DMj. First Term, Winter; alternate years, PROFESSOR LEITH. [Not given in 1915-16.]

37. Petrology of Metamorphic Rocks.—A laboratory course accompanying course 36. M. or DM. First Term, Winter, alternate years, **PROFESSOR LEITH.** [Not given in 1915-16.]

38. Continental Evolution.—A comparative study of continental history outside of North America. Prerequisite: Geology 8, 16, and 17. Mj. Winter, alternate years, **PROFESSOR SALISBURY.**

39. Structural and Dynamic Geology.—A study of selected phases of rock structure and of special problems of dynamic geology, particularly those bearing on the origin, distribution, and structural features of mountain ranges. Prerequisite: Geology 16. M. Winter, **ASSISTANT PROFESSOR CHAMBERLIN.**

40. Ore Deposits.—A discussion of the principles of ore deposition; the nature, distribution, and genesis of metalliferous ore deposits in the United States; a study of the relations of ore deposits to geological structure, and of the changes which ore deposits undergo through processes conditioned by factors related to depth. The course includes laboratory work illustrating the uses of mine maps, and the compilation of geologic cross-sections through mines. Prerequisite: Geology 12, 16, and 30, Chemistry 6, Mathematics 3. Desirable antecedents: Mathematics 5, Mechanical Drawing, and Geography 12. Mj. Winter, **ASSISTANT PROFESSOR BROKAW.**

41. Chemistry of Ore Deposits.—The course will include (1) a study of physical and chemical laws applied to geological problems, with special reference to the phenomena involved in the formation of ore deposits; (2) studies in paragenesis, and the interpretation of paragenetic groups of minerals; (3) the study and critical interpretation of geologic and mining reports dealing with the origin of ore bodies. Prerequisite: Geology 40. Mj. Spring, **ASSISTANT PROFESSOR BROKAW.**

42. Industrial Geology.—A study of the more important industries in which raw materials of mineral origin are prepared for use. The course includes a brief treatment of the metallurgy of the common metals, and a study of the manufacture of coke, cement, clay products, glass, petroleum products, etc. Field trips on Saturdays to plants in and near Chicago are supplemented by detailed reports on each plant. Expenses about \$10.00. Classroom work 3 days a week. Prerequisite: Geology 2, 3, 5, or 12, and a working knowledge of Chemistry. Mj. Autumn, **ASSISTANT PROFESSOR BROKAW.**

44. Field Work in Mining and Mining Geology.—Students in Mining Geology are advised to spend some of their summers in mining camps where they may find employment as miners, mine samplers, assayers, draughtsmen, surveyors, etc. For the sake of experience it is desirable that they serve in as many different capacities as practicable. In many mining camps opportunity is offered for a study of General Geology, ore deposits, mining machinery, metallurgical works, etc. Frequent communication with the instructor is required, and when the work and reports are sufficiently thorough, credit will be given. Prerequisite: course 40. Summer, **ASSISTANT PROFESSOR BROKAW.**

46. Regional Geology.—The study of special regions which have been mapped carefully, with a view to the interpretation of their physical history; a study in the detailed interpretation of geologic maps and sections. Prerequisite: courses 16, 17, and 20. Mj. **PROFESSOR SALISBURY.** [May not be given in 1915-16.]

47. Physical Geography of the Quaternary Period.—A study of the Physiography and Climatology of the period, and their influence on life; the correlation of Quaternary formations on the basis of Physical Geology. Prerequisite: same as for 46. M. Autumn or Spring, **PROFESSOR SALISBURY.** [May not be given in 1915-16.]

48. Changes of Climate in Geologic Time.—The criteria for the determination of climatic changes and their application. Prerequisite: same as for 46. M. Autumn or Spring, **PROFESSOR SALISBURY.** [May not be given in 1915-16.]

49. The History of Geology.—[May be given in connection with 53, 54, 55.]

50, 51. Principles and Theories of Geology.—Critical discussions of principles, fundamental theories, modes of interpretation, and working hypotheses in their application to the leading questions of geologic history. Prerequisite: Geology 16, 21, and 31. Mj. Autumn and Spring, PROFESSOR CHAMBERLIN.

53, 54, 55. Seminar.—For students in the second and third years of their graduate work. Students should not register for these courses without consultation with the Faculty of the Department. Mj. Autumn, Winter, and Spring, PROFESSORS SALISBURY AND WELLER, ASSOCIATE PROFESSOR JOHANNSSEN, AND ASSISTANT PROFESSORS CHAMBERLIN AND BROKAW.

58. Field Geology (Third course).—Thorough and systematic work in close conformity to official standards, and, as nearly as possible, individual and independent. The course may form the basis for the Doctor's thesis. Students should not register for this course without previous consultation with the Professor under whose direction they wish to work. Credit depends on the amount of work. Summer, PROFESSORS CHAMBERLIN, SALISBURY, AND WELLER, ASSOCIATE PROFESSOR JOHANNSSEN, AND ASSISTANT PROFESSORS CHAMBERLIN AND BROKAW.

XXIA. THE DEPARTMENT OF GEOGRAPHY

OFFICERS OF INSTRUCTION

ROLLIN D. SALISBURY, A.M., LL.D., Professor and Head of the Department of Geography.

HARLAN H. BARROWS, S.B., Pd.M., Professor of Geography.

JOHN PAUL GOODE, Ph.D., Associate Professor of Geography.

WALTER SHELDON TOWER, Ph.D., Associate Professor of Geography.

WELLINGTON DOWNING JONES, Ph.D., Instructor.

MARY JEAN LANIER, S.B., Instructor.

SPECIAL INSTRUCTOR

WILLIAM GARDNER REED, S.M., University of California (Summer, 1915).

FELLOWS, 1915-16

BRUCE ADAM STICKLE, S.B.

THOMAS ROTHWELL TAYLOR, A.B., A.M.

INTRODUCTORY

Until recent years Geography was primarily a descriptive subject, taught for the most part only in elementary and normal schools. During the last generation it has become a rational science and an appropriate subject for college and university instruction. In accepting the science for such purposes, America has followed some of the nations of Europe, notably Germany, and the subject has come to have an important place in several universities in the United States. Some study of the earth in its relations to life is a necessary basis for the successful study of biology, history, and political economy; it possesses in itself high cultural and disciplinary value; and it contributes to good citizenship by putting students in touch with existing geographic conditions and current geographic problems of national and international import. The work of this Department affords the means for such study, provides training for teachers in schools of secondary and higher grades, and trains students for research work in the science.

The courses in this Department deal with subjects which are intermediate between Geology, on the one hand, and History, Sociology, Political Economy, and Biology, on the other. Courses in Physical Geography are given in the Department of Geology; courses in Zoögeography and Geographic Botany are given in the Departments of Zoölogy and Botany; courses dealing with the pedagogical aspects of the subject, especially in connection with instruction in the grades, are given in the School of Education.

SEQUENCES

XXIA-4, Field Course; 5, Geography of North America; 6, Meteorology; 7, Geography of Europe; 8, Political Geography; 9, Climatology; 10, Influence of Geography on American History; 11, Economic Geography of the United States; 12, Conservation of Natural Resources; 14, Geography of South America; II (Political Economy) 1 and 2, Principles of Political Economy; 7, Economic History of the United States; IV (History) 2 and 3, Modern Europe; E4, E5, E6, History of the United States; XXI (Geology) 2, Mineral Resources of the United States; 5, General Geology; 7 and 8, Field courses; 14, Geographic Geology; XXII (Zoölogy) 28, Animal Geography; XXVII (Botany) 3, Ecology; 32, Geographic Botany; 34, Physiographic Ecology.

REQUIREMENTS FOR DEGREES

THE DEGREE OF DOCTOR OF PHILOSOPHY

Before this degree is conferred, candidates must have done the work covered by the courses listed in the next paragraph. Much of this work must be done before the student becomes a candidate for the degree. Furthermore, it is distinctly to be understood that the degree is not conferred merely on the basis of completed courses. A thesis embodying the results of research work also is required. This should represent, as a rule, the equivalent of *at least* two quarters' work.

A. *Geography the principal subject.*—The required courses in the Department of Geography are 4 (or 7 or 8, Geology), 7, 8, 9, 10, 11, 12, 14, 17, two of the group 21–24, 25, 26, two of the group 27–31, 33, 34, 35, 36, 37, and 38. Some of the work in connection with courses 33–38 may be in the line of the thesis. *In the Department of Geology*, courses 14, 15, 16. *In the Departments of Biology*, at least two of the following: Zoölogy 28, Botany 32 and 34. *In the Department of History*, a general knowledge of Modern History, and a thorough knowledge of the history of some period and region where geographic influences were important. *In the Department of Political Economy*, courses 1 and 2 or equivalents.

Slight departures from the above outline may be permitted.

B. The work required where Geography is the minor subject is covered by courses 10, 11, 12, 7 or 14, course 14 in Geology, and four from the group 8, 9, 21, 22, 23, 24, 25. A limited amount of substitution may be allowed.

THE MASTER'S DEGREE

Prerequisites: The candidate for this degree should have had at least four majors in Geography and three or four in Geology (courses 1, 2, 4 or 5, and 7 or 8), before entering upon work for the Master's degree. The geographic phases of Botany and Zoölogy, and the elements of Political Economy are *desirable antecedents* to the work for the Master's degree.

Requirements: The classroom work required for the Master's degree is covered by the following courses: 7, 8, 9, 10, 11, 12, 14; two of the group 16, 21-24, and course 14 in Geology. Part of this work (e. g., courses 7, 8, 9, and their antecedents) should have been done before work for the Master's degree is begun, if the degree is to be secured in a year. A thesis also is required, for which two majors' credit may be allowed.

No course completed with a grade below C will be counted in fulfilment of the requirements for this degree, and the average grade of the work accepted shall be not lower than B-.

THE BACHELOR'S DEGREE

PRINCIPAL SEQUENCES

References to courses in Geography and other departments are indicated by Roman numerals: II, Political Economy; IV, History; XXI, Geology; XXIA, Geography; XXII, Zoölogy; XXVII, Botany.

(Prerequisite for all the sequences, XXIA-1 or XXI-1.)

I. Geography

XXIA-5, 7 or 14, 10, 11, 12, four from the group 4 (or XXI-7 or 8), 6, 8, 9, 16, and XXI-14. Prerequisites virtually determine the order of courses. Courses numbered 10 and above must be taken in the Senior Colleges.

II. Geography and Geology

XXIA-5, 7 or 14, 10, 12, XXI-2, 5, three from the group XXIA-4 (or XXI-7 or 8), 6, 8, 9, 11, XXI-14. The numerical order should be followed, at least approximately, in each department. XXI-2 and 5 should precede the last three courses in XXIA.

III. Geography and Biology

XXIA-5, 6, 7 or 14, 9, 10 or 11, 12, XXVII-3, and two from the group XXI-7 or 8, XXIA-4, XXII-28, XXVII-32, 34. In XXIA the numerical order should be followed, at least approximately. XXVII-3 may come early in the sequence.

IV. Geography and Economics

XXIA-5, 8 or 10, 11, 12, two of the group 7, 13, 14, and II-1, 2, and 7. In XXIA the numerical order should be followed as nearly as possible. II 1 and 2 should come early in the sequence.

V. Geography and History

XXIA-5, 7 or 14, 8, 10, two of the group 11, 12, 16, and IV-E4, E5, E6. The numerical order in each department is recommended, and the courses in IV may well follow XXIA-10.

VI. For Students Preparing to Teach Geography in Secondary Schools

XXIA-5, 6, 7 or 14, 10, 12, one from the group 8, 9, 11, three from the group XXIA-4 (or XXI-7 or 8), XXI-2, 5, 14. In each department the numerical order should be followed, at least approximately, and XXI-2 and 5 should precede the later courses in XXIA.

SECONDARY SEQUENCES

The numerical order is advised in all cases.

a) *For students specializing in Geology:* XXIA-6, 9, 12, and three other courses.

b) *For students specializing in History:* XXIA-8, 10, 12, and three of the group 5, 7, 11, 14, 16.

c) *For students specializing in Economics:* XXIA-5, 7, 10 or 13, 11, 12, 14.

d) *For students specializing in Botany or Zoology:* XXI-A 5, 6, 9, 12, and two other courses.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

1. **The Elements of Geography.**—An introductory study of the earth; its physical features and the relations of land, air, and water to life—especially to human affairs. No prerequisites. Mj. each Quarter, PROFESSOR BARROWS, ASSOCIATE PROFESSOR TOWER, DR. JONES, AND MISS LANIER.

NOTE.—This course may not be taken (for credit) by students who have had more advanced courses in Geography. Students who have credit for Geology 1 will receive but half-credit for Geography 1.

2. **Elementary Regional Geography.**—An elementary study of life-responses to physical and climatic conditions in the major natural regions of the world; an introduction to regional geography. Prerequisite: Geography 1 or Geology 1. Mj. MISS LANIER. [Not given in 1915-16.]

3. **Economic and Commercial Geography.**—The geography of production. The factors influencing the production of commodities of commerce, such as land forms, climate, and soils. The products of farm and range, mines and quarries, forests, etc. Commercial and industrial activities of man, as influenced by his environment. Prerequisite: Geography 1 or Geology 1. Mj. each Quarter, ASSOCIATE PROFESSORS GOODE AND TOWER, DR. JONES, AND MISS LANIER.

4. **Elementary Field Course.**—This course affords practice in applying in the field principles already studied in the classroom. The influence of topography, soil, climate, and mineral resources on life conditions will be the leading topic of study. The course will introduce the student to the methods of regional geographic work. In 1915 the field will be southwestern Wisconsin, and will include glaciated and unglaciated areas, the Mississippi Valley proper, and the adjacent upland. Four weeks will be spent in the field, commencing June 21. A written report will complete the course. Prerequisite: Geography 1 or Geology 1, and Geography 3. Registration only after consultation with instructor. 3M. DR. JONES.

4A. **Field Course: The Environs of Chicago.**—A study, based on field trips, of the influence of geographic conditions on the life of the Chicago region, with particular emphasis on economic geography. The course will afford some training in mapping geographic data of various kinds. M. Summer, Second Term. Three afternoons weekly and Saturdays. Registration only after consultation with the Head of the Department. DR. JONES.

5. **Geography of North America.**—A study of the relation of the continent to the world as a whole; the physical features of the continent, its climates, and the character and distribution of its natural resources; the influences of geographic conditions in the development and life of the different countries. Prerequisite: Geography 1 or Geology 1, and 6 majors of college work. Desirable antecedents: Geography 2 and 3. Mj. Autumn, ASSOCIATE PROFESSOR TOWER; Spring, MISS LANIER.

II. SENIOR COLLEGE COURSES¹

6. **Meteorology.**—A study of the causes and effects of atmospheric conditions, such as changes of temperature, pressure and winds, humidity, cloud phenomena, precipitation, and storms. The course gives an understanding of weather changes, the methods of weather forecasting, and practice in the use of meteorological instruments. Prerequisite: Geography 1, Physics 1, and 12 majors of college work. Mj. Winter, ASSOCIATE PROFESSOR TOWER.

¹ Graduate credit will be given for many of the courses of this group.

6A. Meteorology.—A study of the atmosphere; causes of variations in insolation and temperature; cloud-forming processes and their relation to precipitation; general and local storms; uses of meteorological instruments and the application of meteorological data. Prerequisite: Geography 1, Physics 1, and 12 majors of college work. M. Summer, First Term, MR. REED.

7. Economic Geography of Europe.—Outline same as for course 5, together with a study of the effects of geographic conditions on the distribution and economic development of racial stocks. Prerequisite: Geography 3 or 5, and 12 majors of college work. Mj. Summer, ASSOCIATE PROFESSOR GOODE.

8. Political Geography.—A study of the geographic forces that have influenced the formation and development of a number of type nations. An examination of the geographic facts connected with current international questions. The course is so conducted as to acquaint the student with the main facts of the geography of each country studied. Prerequisite: 2 majors in Geography (Geology 1 will count as one of the two), and 12 majors of college work. Mj. Autumn, ASSOCIATE PROFESSOR TOWER.

9. Climatology.—A study of the elements and the control of climates; climatic data; the division of the world into climatic provinces; the classification of climates; the distribution of the leading climatic types; the importance of climatic influences on man, as for example their effects on the distribution of population, and on occupations, customs, and diseases; acclimatization; evidences and effects of changes of climate. Prerequisite: Geography 6, and 15 majors of college work. Mj. Spring, ASSOCIATE PROFESSOR TOWER.

9A. Climatology of North America.—Differs from Geography 9 chiefly in that the principles developed are applied only to North America. M. Summer, First Term, MR. REED.

10. Influence of Geography on American History.—A study of the influence of geographic conditions on the course of American history. Their importance as compared with one another, and with non-geographic factors. Prerequisite: 18 majors of college work. Desirable antecedent: Geography 1 or Geology 1. Mj. Summer, PROFESSOR BARROWS AND MISS LANIER; Autumn and Spring, PROFESSOR BARROWS.

11. Economic Geography of the United States.—A detailed study of the United States, following courses 3 and 5. The physiographic regions; climate; natural vegetation; agriculture; transportation; mineral industries; manufactures; the people and their occupations as influenced by geographic conditions. Prerequisite: Geography 3 and 5, and 18 majors of college work. Mj. Summer and Autumn, ASSOCIATE PROFESSOR GOODE.

12. Conservation of Natural Resources.—The natural resources of the United States as factors in national development. The history of the exploitation of soils, forests, mineral resources, etc.; the current movement to conserve natural resources; the reclamation of arid and swamp lands; the reduction of erosion; the development of scientific forestry; the elimination of waste in mining; the effective use of mineral fuels and metals; the improvement and extension of waterways; the use and control of water power; the problems of water supply. Prerequisite: 18 majors of college work. Mj. Summer, Winter, and Spring, PROFESSOR BARROWS.

13. Geography of Commerce.—Conditions favoring commerce; the organization of industry; the means of transportation and communication. Current international commerce; the rank of nations in import and export trade; the rank of commodities in international trade; commerce and politics; commercial tendencies. Prerequisite: Geography 3, 3 other majors in Geography, and 18 majors of college work. Desirable antecedent: Geology 2. Mj. ASSOCIATE PROFESSOR GOODE. [Not given in 1915-16.]

14. Geography of South America.—The physical features, climates, and resources of the continent; their effects on the development and prospects of the several countries. Special attention is given to geographic influences on trade

between the United States and South America. Prerequisite: Geography 3 and 5, and 18 majors of college work. Mj. Winter, ASSOCIATE PROFESSOR TOWER.

15. Geography of Asia.—A study of the continent by natural regions based on topography, drainage, climate, and vegetation. The influence of geographic conditions on the life of each region, and the relations of the several regions to one another. Geographic conditions likely to affect commercial relations between Asia and the United States and Europe. Prerequisite: 5 majors of geography, including courses 3 and 5, and 21 majors of college work. Mj. Alternate years, DR. JONES. [Not given in 1915-16.]

16. Principles of Anthropogeography.—Various aspects of the relation between Geography and History; grouping of the land masses and its effects; the importance of geographic location; the ocean highway and coast peoples; rivers and river-lowland habitats; islands and island peoples; mountain barriers and their passes; mountain agriculture; isolating effect of a mountain environment; life in deserts and steppes. Prerequisite: 5 majors of Geography, including courses 5 and 10, and 24 majors of college work. Mj. [Probably given in 1915-16.]

17. Cartography and Graphics.—The principles of Cartography; the various map projections; the requisites of maps for various purposes. Blackboard map work from memory, in outline and in relief; the problem of the third dimension; the graphic presentation of statistical material. Primarily for teachers. Prerequisite: 5 majors of Geography, and 24 majors of college work. M. Once in two or three years, ASSOCIATE PROFESSOR GOODE. [Not given in 1915-16.]

19A. Geography of Mexico and Central America.—A study of geographic influences in the formation and development of these countries, their present status, and the interests of the United States in them. Prerequisite: same as for course 14. M. ASSOCIATE PROFESSOR TOWER. [Not given in 1915-16.]

19B. Geography of the Caribbean Region.—A study of the geography of the islands and mainland coasts; influences of geography on European colonial interest; importance of the Panama Canal to the region. Prerequisite: same as for course 14. M. ASSOCIATE PROFESSOR TOWER. [Not given in 1915-16.]

The Commerce of South America.—This course is given in the Department of Political Economy, primarily for students in the College of Business and Social Service. Students may register for credit in geography only after consultation with the instructor. Spring, ASSOCIATE PROFESSOR TOWER.

III. GRADUATE COURSES

21. Geographic Influences in the History of the New England and Middle Atlantic States.—The geographic conditions which have influenced the economic, social, and political history of the area, its relations to other areas, and the effect on national development. Prerequisite: Geography 10 and Geology 14. Mj. Once in three years, PROFESSOR BARROWS. [Not given in 1915-16.]

22. Geographic Influences in the History of the Interior.—The general outline of the course and the prerequisites same as for 21. Mj. Alternate years; Winter, 1916, PROFESSOR BARROWS.

23. Geographic Influences in the History of the Western States.—The general outline of the course and the prerequisites same as for 21. Mj. Once in three years; Summer, 1915, PROFESSOR BARROWS.

24. Geographic Influences in the History of the Lower South.—The general outline of the course and the prerequisites same as for 21. Mj. Once in three years, PROFESSOR BARROWS OR MISS LANIER. [Not given in 1915-16.]

25. Field Geography (Advanced course).—A course involving a study of the life and industries of selected areas, as influenced by physical conditions and natural resources. In 1915 this course will be given in September, the field being in Western United States, for the most part along the Union Pacific and Southern

Pacific railroads. Four weeks will be spent in the field, commencing September 3. A written report will complete the course. 3M. Registration only after consultation with instructor. ASSOCIATE PROFESSOR GOODE.

NOTE.—The field for 1916 will be the Lower St. Lawrence Valley and Maritime Canada. ASSOCIATE PROFESSOR TOWER.

26. History of Geography.—The rise of the science of Geography; the geographic concepts of primitive peoples; the ideas of the early Mediterranean peoples; Herodotus, Aristarchus, Pliny, Strabo; Marco Polo and other mediaeval geographers; Columbus and the age of exploration; the influence of Humboldt, Ritter, Kohl, Ratzel. Modern Geography and its status in various lands. M. ASSOCIATE PROFESSOR GOODE. [Not given in 1915-16.]

27. The Historical Geography of American Cities.—A study of the conditions that determined the location, growth, special industries, etc., of the leading American cities. The history of the development of American cities. Prerequisite: Geography 10 and one of the group 21, 22, 23, 24. Mj. Once in two or three years; Spring, 1916, Miss LANIER.

28. Problems in Economic Geography.—ASSOCIATE PROFESSOR GOODE. [Not given in 1915-16.]

29. Problems in the Geography of Europe.—Selected studies in the economic, political, social, and commercial geography of Europe, based largely on French and German literature. Prerequisite: Geography 7, and a reading knowledge of French and German. Mj. or DMj. Once in two or three years; Autumn, 1915, ASSOCIATE PROFESSOR GOODE.

30. Problems in the Geography of Latin America.—The relative importance of geographic influences in the settlement of Latin America, in the establishment of the several nations, and in their political, social, economic, and commercial problems. Prerequisite: Geography 14. Mj. or DMj. Once in two or three years, ASSOCIATE PROFESSOR TOWER. [Not given in 1915-16.]

31. Geography of Illinois.—An intensive study of the geography of the state, affording training in various phases of geographic research; an aid to the independent study of other areas. Short field trips to various parts of the state will be made. Prerequisite: one of the group 21-24. Mj. Once in two or three years, PROFESSOR BARROWS. [Not given in 1915-16.]

32. Field Geography (Individual work).—A thorough and systematic study in regional geography, as nearly as possible independent. The course may form the basis for the Doctor's thesis. Students should not register for this course without previous consultation with the Head of the Department and the professor under whose direction the work is to be done. Prerequisite: course 25. PROFESSORS SALISBURY AND BARROWS, ASSOCIATE PROFESSORS GOODE AND TOWER.

33, 34, 35. Seminar in Geography.—Reports on topics under investigation, and discussion of the same. Discussion of methods of research in Geography, and of current literature. Credit dependent on work done. Autumn, Winter, and Spring, PROFESSORS SALISBURY AND BARROWS, ASSOCIATE PROFESSORS GOODE AND TOWER.

36, 37, 38. Research Courses.—Advanced work on selected topics will be arranged with individual students prepared to undertake semi-independent work. Mj. or DMj. Autumn, Winter, and Spring, PROFESSORS SALISBURY AND BARROWS, ASSOCIATE PROFESSORS GOODE AND TOWER.

For courses in Physical Geography, see the Department of Geology.

For courses in Zoogeography, see the Department of Zoology.

For courses in Geographic Botany, see the Department of Botany.

For pedagogical courses in Geography, see the Circular of the College of Education, or the courses in the School of Education in this Register.

XXII. THE DEPARTMENT OF ZOÖLOGY

OFFICERS OF INSTRUCTION

FRANK RATTRAY LILLIE, PH.D., Professor of Embryology and Chairman of the Department of Zoölogy.

CHARLES MANNING CHILD, PH.D., Associate Professor of Zoölogy.

WILLIAM LAWRENCE TOWER, S.B., Associate Professor of Zoölogy.

HORATIO HACKETT NEWMAN, PH.D., Associate Professor of Zoölogy.

MORRIS MILLER WELLS, PH.D., Instructor in Zoölogy.

LEWIS VICTOR HEILBRUNN, PH.D., Associate in Zoölogy.

JOHN WOOD MACARTHUR, A.M., Associate in Zoölogy.

LIBBIE HENRIETTA HYMAN, PH.D., Laboratory Assistant.

WESLEY C. BECKER, S.B., Laboratory Assistant.

CARL RICHARD MOORE, A.M., Assistant in Zoölogy.

JOHN GEORGE SINCLAIR, S.B., Assistant in Zoölogy.

SAMUEL WENDELL WILLISTON, M.D., PH.D., Professor of Paleontology.

FELLOWS, 1915-16

JAMES WILLIAM BUCHANAN, S.B.

CATHARINE LINES CHAPIN, A.B.

INTRODUCTORY

The courses in Zoölogy aim to meet the needs of those students who desire to obtain some knowledge of Zoölogy as part of their general education, those who need work in Zoölogy to satisfy the requirements of other departments, and those who propose to specialize in Zoölogy. The leading purpose of the courses is to present the subject-matter of the science, its guiding ideas, its principal subdivisions, its scope, methods, and history, and its relations to other sciences.

Undergraduate work in Zoölogy.—It is advisable that students who propose to specialize in Zoölogy should obtain a broad scientific foundation, including work in the cognate sciences, and a reading knowledge of German and French. More specifically, students specializing in Zoölogy should take 4 or 5 majors in Chemistry, 2 or 3 in Physics, and 1 or 2 in Geology; they should also obtain knowledge of the general principles of microscopical Anatomy, Paleontology, Botany, and Physiology. These courses may be taken concurrently with the work in Zoölogy. Consultation with reference to the sequence of courses taken in the Department is required. (See the *Undergraduate Course Book*.)

SEQUENCES

For students who have had less than a unit of Zoölogy in high school, course 1 is prerequisite for all courses except 3, 4, 5. Students presenting credits for one unit of Zoölogy in high school may begin with course 15, but will be required to supplement their sequence by taking course 3 or 5. Courses 15, 16, and 17 may be taken in any order.

The following *secondary six-major sequence* is recommended as the foundation for all principal sequences: courses 3 or 5, 15, 16, 17, 18, 19.

PRINCIPAL SEQUENCES

a) General: Same as six-major group with the addition of course 40 and two majors selected from the following courses: 24 or 25, 27 or 28, 30-38.

b) Genetics and Experimental Evolution: Same as six-major group, with courses 30 and 31 (2Mjs.) added.

c) Ecology and Behavior: Same as six-major group with the addition of courses 24, 25, and 27.

d) Experimental Zoölogy: Same as six-major group with addition of courses 33-35.

Graduate work in Zoölogy.—Students proposing to undertake graduate work in Zoölogy should have credit for from eight to ten of the undergraduate majors in Zoölogy or their equivalent. They should also be grounded in other sciences as noted above; and a reading knowledge of German and French is required for candidacy for the degree of Doctor of Philosophy. The plan of the graduate courses involves three or four majors of formal courses and three majors or more of seminar courses in addition to research work. For the degree of Doctor of Philosophy the research work will usually extend over a period of three years. For the Master's degree Zoölogy 1, 3 or 5, 15, 16, and 17 or their equivalent, eight majors of graduate work, and a dissertation are required.

The Zoölogical Club.—The members of the staff and the advanced students of the Department form a club which meets weekly for the presentation of the research work of members of the Department, and for review and discussion of important new literature. The meetings are open to all students in the Department.

COURSES OF INSTRUCTION

Zoölogy 1 or its equivalent is prerequisite for all the Senior College courses in the Department. But courses 3 or 5 may be accepted as its equivalent for advanced work in the Department at the option of the instructor offering advanced courses.

I. JUNIOR COLLEGE COURSES

1. **Elementary Zoölogy.**—Lectures and laboratory work constituting an introduction to the general principles and concepts of Zoölogy. Laboratory fee, \$5.00. Mj. Autumn, ASSOCIATE PROFESSOR NEWMAN AND DR. WELLS; Winter, PROFESSOR LILLIE AND DR. HEILBRUNN; DM. Summer, First Term, ASSOCIATE PROFESSOR NEWMAN; Second Term, MR. MACARTHUR.

3. **Evolution, Genetics, and Eugenics.**—An elementary course dealing with the history and principles of Evolution and Genetics and their application to modern experimental evolution and eugenics. Lectures, reading, and recitations. Mj. Summer and Autumn, ASSOCIATE PROFESSOR TOWER AND MR. MACARTHUR.

4. **Economic and Systematic Entomology.**—The economic and systematic relations of insects. Forms of economic significance will be observed and studied in the field while emphasis will be laid upon classification, characters, and methods in the laboratory. Prerequisite: Zoölogy 1. Laboratory fee, \$2.50 per M. Mj. Summer; M. First Term or Second Term or DM. if taken in conjunction with Zoölogy 26, DR. WELLS.

5. **Evolution and Heredity (Introductory course).**—A lecture course dealing with evidences of organic evolution, human evolution, the history of the evolution idea and its modern applications, the factors of racial descent, the physical basis and the laws of variation and heredity, modern experimental evolution, eugenic measures, etc. Lectures, with demonstrations, 4 hours a week; recitation or quiz, 1 hour a week. Mj. Spring, ASSOCIATE PROFESSOR NEWMAN.

7. Elementary Field Zoölogy.—The classification, habits, life-histories, metamorphosis, and ecological relations of animals met with in the field. Laboratory fee, \$5.00. Mj. Spring, DR. WELLS.

II. SENIOR COLLEGE COURSES

NOTE.—Courses 15, 16, and 17 constitute a sequence running through the year. In special cases students who have credit for Botany 1, or who have studied zoölogy in high school, may be admitted to the sequence without other prerequisites. Permission for such registration must be secured from the Department.

15. Invertebrate Zoölogy.—Study of representatives of the lower invertebrate groups, including the anatomy of the adult and the life-history, together with some discussion of the habits and distribution. Prerequisite: Zoölogy 1 or 3 or 5. Lectures, laboratory work, and demonstrations. Laboratory fee, \$5.00. Mj. Autumn, ASSOCIATE PROFESSOR CHILD.

16. Invertebrate Zoölogy.—Comparative anatomy, development, and phylogeny of invertebrate groups not considered in courses 1 or 15. Prerequisite: Zoölogy 1 or equivalent. Laboratory fee, \$5.00. Mj. Winter, ASSOCIATE PROFESSOR NEWMAN.

17. Vertebrate Zoölogy.—Comparative anatomy, development, and phylogeny of vertebrates. Prerequisite: Zoölogy 1 or 5 or equivalent. Laboratory fee, \$5.00. DM. Second Term, Summer, MR. BROWN; Mj. Winter and Spring, ASSOCIATE PROFESSOR NEWMAN.

18. Embryology.—The early stages of development of invertebrates and vertebrates, including maturation and fertilization of the ovum, cleavage, and the formation of the germ layers; origin of the embryo. Embryological theories. Embryological technique. Prerequisite: Zoölogy 15, 16, 17, or their equivalents. Laboratory fee, \$5.00. Mj. Autumn, PROFESSOR LILLIE.

19. Embryology.—Continuation of course 18. Later development; especially of vertebrates. Prerequisite: Zoölogy 18. Laboratory fee, \$5.00. Mj. Winter, PROFESSOR LILLIE.

20. Vertebrate Embryology (For Medical Students).—Birds and mammals. Lectures, demonstrations, and laboratory work. Prerequisite: Zoölogy 1 and Anatomy 10 or their equivalents; Zoölogy 17 strongly advised. Laboratory fee, \$5.00. Mj. Autumn, DR. HEILBRUNN; Mj. Spring, PROFESSOR LILLIE, DR. HEILBRUNN, AND ASSISTANTS.

21. Vertebrate Embryology.—Lectures, 3 hours a week; demonstrations and laboratory work, 6 hours a week. Prerequisite: same as for course 20. Laboratory fee, \$5.00. Mj. Summer, MR. BROWN.

25. Animal Ecology.—The distribution of animals, both local and world-wide. A study of the forms found in the Chicago area is made and the ecological succession worked out. Lectures, 2 hours a week; field work, 8 hours a week. Prerequisite: Zoölogy 1, 15, and 16. Laboratory fee, \$5.00. Mj. Spring, DR. WELLS.

26. Animal Behavior and Ecology.—A course dealing with the distribution, behavior, and physiology of animals in general, but with particular reference to the invertebrates and lower vertebrates. Prerequisite: Zoölogy 1. Laboratory fee, \$2.50 per M. Mj. (or M. First Term) Summer, or DM. if taken in connection with course 4; Mj. Autumn, DR. WELLS.

27. Parasitology.—Animal parasites in their economic relations to man. Deals with the biological importance and origin of the parasitic habit, its occurrence in the different animal groups, and its place in the science of medicine. Prerequisite: Zoölogy 1 and 17. Laboratory fee, \$5.00. Mj. Winter, DR. WELLS. [Not given in 1916.]

28. Entomology.—The morphology, classification, habits, life-histories, and economic relations of insects. Prerequisite: Zoölogy 1 and 17. Laboratory fee, \$5.00. Mj. Winter, DR. WELLS. [Not given in 1916.]

30. Genetics and Experimental Evolution.—The course deals with animal and plant forms, and both will be used to illustrate the principles of Genetics, and the problems of Experimental Evolution. The course is intended to provide opportunity for practical work and training in the use of modern genetic operations, and as an introduction to research. Laboratory, conferences, lectures. Prerequisite: Zoölogy 1 and 3 (or 5), Botany 1, or their equivalent. Laboratory fee, \$5.00. Mj. or DMj. each Quarter, ASSOCIATE PROFESSOR TOWER AND MR. MACARTHUR.

31A, B, C. Course 30 continued. Each Quarter.

NOTE.—Courses 30 and 31A, B, and C are planned to run continuously throughout the year and work may be started at the beginning of any quarter. The work of the course is entirely individual, each student is given a problem, in either the laboratory or library, or both, but students will have opportunity to observe several different lines of work.

33-35. Physiological Zoölogy.—The course is concerned with the physiological and dynamic aspects of zoölogy and consists primarily of laboratory work, which is supplemented by conferences and reading. Individual work intended as training in methods, illustrations of principles, and preparation for research is assigned to each student. Work may begin in any quarter. Prerequisite: Zoölogy 1 (or 15), 16, 17, or their equivalent. Laboratory fee, \$5.00. Mj. or DMj. each Quarter, Autumn, Winter, and Spring, ASSOCIATE PROFESSOR CHILD.

36. Advanced Vertebrate Zoölogy.—Lectures and demonstrations on the natural history, evolution, migration, and distribution of vertebrates, living and extinct. Fishes and amphibia. Prerequisite: Zoölogy 16 and 17. Laboratory fee, \$5.00. Mj. Autumn, PROFESSOR WILLISTON.

37. Advanced Vertebrate Zoölogy.—Lectures and demonstrations on the natural history, evolution, migration, and distribution of vertebrates. Reptiles and birds. Laboratory fee, \$5.00. Mj. Winter, PROFESSOR WILLISTON.

38. Advanced Vertebrate Zoölogy.—Lectures and demonstrations on the natural history, evolution, migration, and distribution of vertebrates, living and extinct. Mammals. Laboratory fee, \$5.00. Mj. Spring, PROFESSOR WILLISTON.

39. Marine Biology (at the Marine Biological Laboratory at Woods Hole, Mass.).—Credit is given at the University of Chicago for courses taken at this laboratory. DMj. Summer, PROFESSOR LILLIE AND ASSOCIATE PROFESSOR NEWMAN.

40. The Teaching of Zoölogy.—This course touches briefly the history of the introduction of science teaching and the significance of the movement, and discusses present tendencies, courses of study, textbooks, and the principles involved in the selection of subject-matter, its arrangement, and presentation. M. Summer, First Term, ASSISTANT PROFESSOR DOWNING.

III. GRADUATE COURSES

45. Physiology of Development.—A consideration of existing data and views as material for a theory of development and heredity. Lectures, conferences, assigned topics. Prerequisite: Zoölogy 19. Mj. Autumn, PROFESSOR LILLIE.

46. Organic Evolution.—Lectures, library work, and demonstrations on (1) growth of the evolution idea, modern evolution theories; (2) the factors in evolution; (3) results obtained in experimental evolution. Prerequisite: Zoölogy 45. Mj. or DMj. Winter, ASSOCIATE PROFESSOR TOWER.

47. Physiology of Regulation and Reproduction.—Discussion and analysis of the chief facts and theories of form-regulation. The relation between experimental regulation and reproduction in nature. The conditions which initiate reproduction. The work of the course will consist of lectures, reports, discussions, and quizzes. Mj. Spring, ASSOCIATE PROFESSOR CHILD.

48. Cytological Problems.—Among the subjects considered are: morphology and physiology of the cell, cell-division, the cell and the organism in growth, reproduction, and regulation, the various methods of cytological research, their objects, and their value. The work of the course consists of lectures, reports, discussions, and quizzes. Mj. Spring, ASSOCIATE PROFESSOR CHILD.

49. Problems in Animal Morphology and Phylogeny.—A course in methods of research for advanced undergraduate and first-year graduate students. Individual instruction and advice will be given as to methods of attacking problems, sources of literature, etc. Simple practice problems will be assigned if desired. M. First Term, Autumn, ASSOCIATE PROFESSOR NEWMAN.

52. Individual Work in Ecology and Entomology.—Every Quarter, DR. WELLS.

IV. SEMINAR COURSES

60. Problems of Fertilization (Seminar).—A consideration of the historical development and present status of the problems of fertilization. Prerequisite: Zoölogy 45, 46, and either 47 or 48. Mj. Spring, PROFESSOR LILLIE.

60A. The Biology of Sex.—A consideration of the biological problems of sex, more especially from the cytological point of view. Prerequisite: Zoölogy 45, 46, and either 47 or 48. Mj. Spring, PROFESSOR LILLIE. [Not given in 1916.]

61. Bionomic Problems.—The problems of evolution with reference to their relation to external factors, to distribution, and to the interrelation of organisms will be considered. Prerequisite: Zoölogy 45, 46, and either 47 or 48. Mj. or DMj. Autumn, ASSOCIATE PROFESSOR TOWER. [Not given in 1915.]

61A. Genetics.—The problems of heredity in relation to genetics, to plant and animal breeding, and to eugenics. Prerequisite: same as for course 61. Mj. or DMj. Autumn, ASSOCIATE PROFESSOR TOWER.

63. The Problem of Reproduction in Organisms.—A study of the facts and theories concerning the various methods of reproduction in organisms; the effect of physiological and physical isolation of parts in nature and experiment; the germ-plasm theory in relation to the data of observation and experiments. Special topics will be assigned to each student for report and discussion. Prerequisite: Zoölogy 45, 46, and 47, or their equivalent. Mj. Winter, ASSOCIATE PROFESSOR CHILD.

64. Senescence and Rejuvenescence.—A study of the facts and theories bearing upon the problem of age in organisms. The physiological and structural changes during aging. The question of rejuvenescence. Prerequisite: Zoölogy 45, 46, and 47 or 48, or their equivalent. Mj. Winter, ASSOCIATE PROFESSOR CHILD. [Not given in 1916.]

V. RESEARCH COURSES

70. Zoölogical Problems.—Research at the Marine Biological Laboratory, Woods Hole, Mass. Prerequisite: such of the elementary courses as are essential to the special topic undertaken. 2 or 3Mjs. Summer, PROFESSOR LILLIE AND ASSOCIATE PROFESSOR NEWMAN.

71. Zoölogical Problems.—Research. Laboratory fee, \$5.00. 1 to 3Mjs. Summer, ASSOCIATE PROFESSORS TOWER, NEWMAN, AND OTHERS.

72, 73, 74. Zoölogical Problems.—Research work. For graduate students. Prerequisite: training essential to the special topic undertaken. Laboratory fee, \$5.00. 1 to 3Mjs. Autumn, Winter, and Spring, PROFESSOR LILLIE, ASSOCIATE PROFESSORS CHILD, TOWER, NEWMAN, AND OTHERS.

XXIII. THE DEPARTMENT OF ANATOMY

OFFICERS OF INSTRUCTION

ROBERT RUSSELL BENSLEY, A.B., M.B., Professor of Anatomy.
CHARLES JUDSON HERRICK, Ph.D., Professor of Neurology.
BASIL COLEMAN HYATT HARVEY, A.B., M.B., Associate Professor of Anatomy.
PRESTON KYES, A.M., M.D., Assistant Professor of Preventive Medicine.
*ROBERT RETZER, M.D., Assistant Professor of Anatomy.
GEORGE WILLIAM BARTELMEZ, Ph.D., Assistant Professor of Anatomy.
ELBERT CLARK, S.B., Assistant Professor of Anatomy.
GEORGE ELMER SHAMBAUGH, M.D., Instructor in Anatomy of the Ear, Nose, and Throat.
CHARLES HENRY SWIFT, M.D., Ph.D., Instructor in Anatomy.
JEANNETTE BROWN OBENCHAIN, Ph.B., Research Assistant in Anatomy.
PERCIVAL BAILEY, S.B., Assistant in Anatomy.
LOUIS HENRY KORNDER, A.B., Assistant in Anatomy.
CHARLES EDWARD WATTS, S.B., Assistant in Anatomy.

GEORGE E. COGHILL, Ph.D., Professor of Anatomy, University of Kansas (Summer, 1915).
JOHN ALBERT KEY, S.B., Assistant in Anatomy, Johns Hopkins Medical School (Summer, 1915).
RICHARD W. WATKINS, Assistant in Biology, New York University (Summer, 1915).

FELLOW, 1915-16

RICHARD WATKIN WATKINS, S.B.

INTRODUCTORY

The Department of Anatomy is organized to provide for instruction and research in vertebrate anatomy, including human anatomy, histology, embryology, and neurology. Two majors of elementary biology (Zoölogy 1 and Botany 1, or their equivalent) are prerequisite for all courses in the Department except course 16.

Students of medicine and other students desiring to study anatomy are strongly recommended to plan their work so that courses in vertebrate anatomy (Zoölogy 17) and vertebrate embryology precede the work in human anatomy. The recommended order of courses in preparation for work in human anatomy would thus be as follows: Zoölogy 1; Botany 1; Zoölogy 17; Anatomy 10 and Anatomy 10A; Zoölogy 20.

All students taking courses in Anatomy should have a good knowledge of French and German. For graduate students this is indispensable.

Students intending to take courses in Anatomy in satisfaction of the requirements for the degree of S.B., and those looking forward to graduate work in Anatomy, are recommended to plan their work in accordance with the general statement of the biological departments concerning courses in Biology. To such students the following courses in anatomy are recommended, to be taken in the order named: 10, 10A, 1, 2, 3, 4, 17, 18.

Courses in the embryology and comparative anatomy of vertebrates to the extent of three majors will be accepted by the Department as part of the total nine majors required for graduation.

* Resigned.

COURSES OF INSTRUCTION

I. SENIOR COLLEGE COURSES

1, 2, 3, 4, Human Dissection.—The student makes a complete dissection of all structures, using atlases and textbooks as guides. The work is largely independent. Before receiving credit for his final dissection the student will be required to pass an oral examination on the anatomy of the whole body. Laboratory fee, \$5.00 per major. Lectures, 2:00, M., W., F.; laboratory work, 2:00–5:00, M. to F. 3½Mjs. Autumn, Winter, Spring, ASSOCIATE PROFESSOR HARVEY, ASSISTANT PROFESSORS RETZER AND CLARK AND DR. SWIFT.

Courses 1 and 2.—Dissection of upper and lower extremities. 1½Mjs.

Course 3.—Dissection of thorax and abdomen. 1Mj.

Course 4.—Dissection of head and neck. 1Mj.

5. Lecture Course on the Morphology of the Human Body.—No laboratory fee. ½Mj. Autumn, Winter, and Spring, ASSOCIATE PROFESSOR HARVEY.

7. Topographical Anatomy.—A laboratory course in human anatomy including regional dissection and the study of models, preparations, and sections. Prerequisite: courses 1, 2, 3, 4. Laboratory fee, \$5.00. Mj. Summer, ASSISTANT PROFESSOR RETZER.

10. Histology.—A brief course on the structure of the cell and elementary tissues will be followed by a systematic study of the structure of organs. Laboratory fee, \$5.00. Mj. Summer, ASSISTANT PROFESSOR CLARK AND MR. KEYS; Autumn and Winter, PROFESSOR BENSLEY, ASSISTANT PROFESSORS KYES AND BARTELMEZ AND OTHERS.

10A. Histology.—A supplementary course to course 10. ½Mj. Autumn, ASSISTANT PROFESSOR BARTELMEZ.

11. Advanced Histology.—Laboratory fee, \$5.00. Mj. Autumn, PROFESSOR BENSLEY.

12. Advanced Histology.—Structure of the uro-genital system. Prerequisite: course 10. Hours to be arranged. Mj. Winter, ASSISTANT PROFESSOR CLARK.

16. Elementary Neurology.—An elementary course on the structure of the central nervous system. Laboratory fee, \$5.00. Mj. Autumn, PROFESSOR HERRICK.

17. Gross and Microscopic Anatomy of the Nervous System.—An introductory course for medical students and others. Prerequisite: course 10. Laboratory fee, \$5.00. Mj. Summer, PROFESSOR COGHILL AND MR. WATKINS; Winter and Spring, PROFESSOR HERRICK, ASSISTANT PROFESSORS KYES AND BARTELMEZ AND OTHERS.

18. Neurology.—Course 17 continued. Mj. Spring, PROFESSOR HERRICK.

19. Cytology of Nerve Cells.—Hours to be arranged. Mj. Winter, ASSISTANT PROFESSOR BARTELMEZ.

20. Development of the Skeleton.—Hours to be arranged. Mj. Spring, ASSISTANT PROFESSOR BARTELMEZ.

II. GRADUATE COURSES

25. Comparative Neurology.—The evolution of the architecture and function of the vertebrate nervous system. Prerequisite: course 16 or 17. Mj. Autumn, PROFESSOR HERRICK.

28, 29, 30. Neurological Research.—Admission to these courses may be obtained only after consultation with the Professor of Neurology. A good knowledge of general anatomy, physiology, and neurology will be required. 3Mjs. or 3DMjs. Summer, PROFESSOR COGHILL; Autumn, Winter, and Spring, PROFESSOR HERRICK.

31. Course in Immunity.—Immunization of animals. Cytolysis (including hemolysis and bacteriolysis), agglutination, toxins, etc. An experimentation

and conference course. Prerequisite: Bacteriology and General Pathology. Hours to be arranged. Mj. or DMj. Autumn and Spring, ASSISTANT PROFESSOR KYES.

32. Research in Immunity.—Open to a restricted number of qualified investigators. Mj. or DMj. Autumn, Winter, and Spring, ASSISTANT PROFESSOR KYES.

36. Histology of Secretion.—In this course the changes exhibited by different secreting glands in various phases of functional activity will be studied. Mj. Winter, PROFESSOR BENSLEY.

37. Histology of the Organs of Internal Secretion.—Mj. Spring, PROFESSOR BENSLEY.

38. Morphology of the Blood.—Mj. Spring, ASSISTANT PROFESSOR CLARK.

39. Organogeny (Human).—A practical course on the development of organs in the human embryo. Prerequisite: Vertebrate Embryology. Laboratory fee, \$5.00. Mj. Spring, ASSISTANT PROFESSOR BARTELMER.

40. Advanced Work.—Opportunities are afforded for advanced work in all branches of anatomy. Laboratory fee, \$5.00 per Mj. PROFESSORS BENSLEY AND HERRICK, ASSOCIATE PROFESSOR HARVEY, ASSISTANT PROFESSOR RETZER.

41, 42, 43. Research Work.—The laboratory is equipped for the investigation of anatomical problems. Suitably trained persons, who have the time to do such work, will be encouraged to undertake it. PROFESSOR BENSLEY, ASSOCIATE PROFESSOR HARVEY, ASSISTANT PROFESSOR RETZER.

45, 46, 47. Seminar.—A limited number of students may, by arrangement with the Professors of Anatomy, be admitted to a seminar in which subjects of current interest in anatomy will be discussed. $\frac{1}{2}$ Mj. Autumn, Winter, and Spring, PROFESSORS BENSLEY AND HERRICK.

XXIV. THE DEPARTMENT OF PHYSIOLOGY

(Including Physiology, Physiological Chemistry, and Pharmacology)

OFFICERS OF INSTRUCTION

ALBERT PRESCOTT MATHEWS, PH.D., Professor of Physiological Chemistry.
ANTON JULIUS CARLSON, PH.D., Associate Professor of Physiology.
DAVID JUDSON LINGLE, PH.D., Assistant Professor of Physiology.
FRED CONRAD KOCH, PH.D., Assistant Professor of Physiological Chemistry.
ARNO BENEDICT LUCKHARDT, PH.D., M.D., Assistant Professor of Physiology.
FRANK CHRISTIAN BECHT, PH.D., Assistant Professor of Pharmacology.
SHIRO TASHIRO, PH.D., Instructor in Physiological Chemistry.
HAROLD STANARD ADAMS, PH.D., Instructor in Physiological Chemistry.
HARVEY RAYMOND BASINGER, S.B., Associate in Physiology.
FRED TERRY ROGERS, A.B., Associate in Pharmacology.
EVA ORMENTA SCHLEY, PH.D., Assistant in Physiology.
LEROY HENDRICK SLOAN, S.B., Assistant in Physiology.
LEO LEWIS JOHN HARDT, S.B., Assistant in Physiology.
JOSEPH OLIVER BALÇAR, S.B., Assistant in Physiological Chemistry.
SIEGFRIED MAURER, S.B., Assistant in Physiological Chemistry.
BENJAMIN HARRY HAGER, Assistant in Pharmacology.
GEORGE EMANUEL BURGET, S.B., Assistant in Pharmacology.
AUGUST JOHNSON, Mechanic.

FELLOWS, 1915-16

JOHN MÖLLER JANSON, S.M.
CARL VERNON LYNCH, A.B.

LLOYD KENDRICK RIGGS, S.B.
GEORGE FRED SUTHERLAND, A.M.

INTRODUCTORY

The courses of the Department of Physiology are arranged for three classes of students:

I. Junior or Senior College students who wish to acquire a knowledge of the structure and functions of the human body, or who wish to study biology from the physiological side. To satisfy the needs of these students and enable them to cover the subject satisfactorily, a three-major course is given: courses 1, 2, and 3, Introductory Physiology. In order to make it accessible to a large number of students no prerequisites are demanded.¹

II. Students wishing to specialize in Physiology, Physiological Chemistry, or Pharmacology, or students of other biological sciences who wish to take minor work in Physiology.

III. Medical students. This work is covered by courses 12, 13, 14, 19, 20, and 21.

For all courses except 1, 2, 3, and 4, General Biology 1 and 17, or an equivalent course, is prerequisite. For each major or double-minor course requiring laboratory work, the laboratory fee is \$5.00.

SEQUENCES

The Department recommends that students taking Physiology as a major subject should pursue the following courses in introduction: Physics, 1, 2, 3, 4; Chemistry, 2S, 3S, 4, 6, 8; Physiology 1, 2 or Biology 1, 2, 4; Botany 1B; Geology 1. In addition one or more courses in the Comparative Anatomy of Vertebrates.

PRINCIPAL SEQUENCES

XXII-20, XXIII-10, XXVIII-A-1, XXIV-19, 12, 13, 20, 14, XXIII-17 or IA-1.

SECONDARY SEQUENCES

a) (Prerequisite: XXVII-2B, XXIV-1, 2) XXII-20, XXIII-10, XXVIII-A-1, XXIV-19, XXIV-13, IA-1.

b) For students intending to be nurses: XXIII-2, 3, XXII-20, XXVIII-A-1, XXIV, 19, 14.

THE BACHELOR'S DEGREE

Senior College students wishing to take their S.B. degree in Physiology should take courses 1, 2, 12, 13, 14, 19, and 20; or in lieu of 19 and 20, courses 24, 25, and 26. Courses in Chemistry, Physics, Histology, Embryology, and Plant Physiology to the extent of three to four majors may be accepted as part of the total of nine majors required for graduation.

THE MASTER'S DEGREE

The requirements for the Master's degree, if all the work is taken in this Department, are: (1) Research, three majors (courses 42, 43, or 44); (2) six

¹ Students who wish to get the most possible out of the course are strongly urged to acquire some chemical knowledge before beginning the work. As the accommodations are limited, preference in registration will be given to those students who will arrange their work so as to be able to take 1, 2, and 3.

majors from the Graduate or Senior College courses; (3) thesis. The Senior College courses that may be counted toward the Master's degree are 12, 13, 14, 19, 20, 21, 24, 25, 26.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Courses 12, 13, 14, 19, and 20, or their equivalents, are required of all candidates for the Doctor's degree, with Physiology as the major subject. The further selection of courses depends on whether Physiology or Physiological Chemistry is the principal subject, and is arranged in each case by consultation.

REQUIREMENT FOR A MINOR IN PHYSIOLOGICAL CHEMISTRY

For students taking a full minor in Physiological Chemistry three majors will be credited for work equivalent to courses 12, 13, and 14 in Physiology, or other courses in General and Comparative Physiology, taken elsewhere; and in addition six majors selected from courses 24, 25, 26, 37, 38, 39, and 42. For students taking a partial minor in Physiological Chemistry the equivalent of three majors work in Physiology or Physiological Chemistry taken elsewhere will be accepted in partial fulfillment of the requirement; in addition three majors selected from courses 24, 25, 26, 37, 38, 39, 42, or 54.

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

Courses 1, 2, and 3 are intended to familiarize the student with the facts concerning the structure and functions of the human body. Students are urged to take all three courses.

1. Physiology of Blood, Respiration, Digestion, Secretion, and Absorption.—Lectures and laboratory. Laboratory fee, \$5.00. Mj. Autumn and Winter, ASSISTANT PROFESSOR LINGLE AND DR. SCHLEY.

2. Physiology of Circulation.—Muscle, peripheral nerves, animal heat, excretion. Laboratory fee, \$5.00. Mj. Winter and Spring, ASSISTANT PROFESSOR LINGLE AND DR. SCHLEY.

3. Physiology of the Brain, Cord, Eye, Ear.—Sense of taste, smell, pressure, temperature, and muscle sense. Laboratory fee, \$5.00. Mj. Spring and Autumn, ASSISTANT PROFESSOR LINGLE AND DR. SCHLEY.

4. Human Physiology.—Selected topics especially adapted to teachers. Lectures and laboratory work. Laboratory fee, \$5.00. Mj. Summer, MR. KEETON.

II. SENIOR COLLEGE COURSES

12.¹ Physiology of Blood, Circulation, and Respiration.—Lectures and recitations, 3 hours a week; laboratory work, 6 hours a week. Prerequisite: Physiological Chemistry. Laboratory fee, \$5.00. Mj. Spring, ASSOCIATE PROFESSOR CARLSON, ASSISTANT PROFESSORS LUCKHARDT AND BECHT, AND MESSRS. SLOAN HARDT, BURGET, AND HAGER.

13.¹ Physiology of Digestion, Metabolism, Absorption, Secretion, Excretion, Muscles, and Heat.—Lectures and recitations, 3 hours a week; laboratory, 6 hours a week. Prerequisite: Physiology 12. Laboratory fee, \$5.00. Mj. Autumn, ASSOCIATE PROFESSOR CARLSON, ASSISTANT PROFESSORS LUCKHARDT AND BECHT, AND MESSRS. SLOAN, HARDT, AND BURGET.

14.¹ Physiology of the Nervous System and the Senses.—Lectures, two a week; recitation and conference, one a week; laboratory, 6 hours a week.

¹ One of courses 12, 13, or 14 will be repeated in the Summer Quarter. The choice will depend upon the requirements of the majority of the applicants.

Prerequisite: Neurology 3. Laboratory fee, \$5.00. Mj. Winter, ASSOCIATE PROFESSOR CARLSON, ASSISTANT PROFESSOR LUCKHARDT, AND MESSRS. SLOAN AND HARDT.

16. Special Physiology of Mammals.—Including the experiments not given in the general courses. Prerequisite: Physiology 12, 13, or 14, or equivalent. Laboratory fee, \$2.50. $\frac{1}{2}$ Mj. Summer and Autumn, ASSISTANT PROFESSOR LUCKHARDT.

18. The Principles of Physiology (as they are applied to the clinical examination of the central nervous system and special senses).—Laboratory fee, \$2.50. $\frac{1}{2}$ Mj. Spring and Summer, ASSISTANT PROFESSOR LUCKHARDT.

19.¹ Physiological Chemistry.—Chemistry of the carbohydrates, lipoids, and proteins and the general chemistry of the cell. Lectures, two a week; recitations, one a week; laboratory, 6 hours a week. Prerequisite: General Chemistry, Qualitative Analysis, and Elementary Organic Chemistry. Quantitative Analysis recommended. Laboratory fee, \$5.00. Mj. Winter, PROFESSOR MATHEWS AND DR. ADAMS; Summer, ASSISTANT PROFESSOR KOCH AND DR. ADAMS.

20.¹ Physiological Chemistry.—Chemistry of digestion, metabolism, and excretion. Lectures and recitations, three a week; laboratory, 6 hours a week. Prerequisite: course 19. Laboratory fee, \$5.00. Mj. Autumn, ASSISTANT PROFESSOR KOCH AND DR. TASHIRO; Spring, PROFESSOR MATHEWS AND DR. ADAMS.

III. PRIMARILY FOR GRADUATE STUDENTS

21. Pharmacology.—Lectures, three a week; recitations, two a week; laboratory, 7 hours a week. Prerequisite: Physiology 12, 13, 14, 19, 20. Laboratory fee, \$5.00. Mj. Winter; repeated, Summer, ASSISTANT PROFESSOR BECHT AND MR. HAGER.

24. Physiological Chemistry.—Chemistry of the cell constituents, carbohydrates, lipoids, proteins, nucleins. Essentially a repetition of course 19 in the Autumn Quarter for graduate students and students taking undergraduate major work in physiology. Prerequisites as in 19. Assigned readings. Seminar, once a week; laboratory, physiological-chemical preparations, 6 hours a week. Laboratory fee, \$5.00. Mj. Autumn, PROFESSOR MATHEWS AND DR. ADAMS.

25. Chemistry of Digestion.—Action of enzymes; digestion; the tissues. A continuation of course 24. Lectures and laboratory as in course 24. Prerequisite: course 24. Laboratory fee, \$5.00. Mj. Winter, PROFESSOR MATHEWS AND ASSISTANT PROFESSOR KOCH.

26. Chemistry of Metabolism, Nutrition, and the Urine.—Continuation of course 25. Prerequisite: course 25 or its equivalent. Laboratory fee, \$5.00. Lectures and laboratory as in course 24. Mj. Spring, PROFESSOR MATHEWS AND DR. ADAMS.

31. Special Physiology of the Digestive Tract.—Laboratory fee, \$5.00. Mj. Spring and Summer, ASSOCIATE PROFESSOR CARLSON AND ———.

32. Special Physiology of the Glands of Internal Secretion.—Laboratory fee, \$5.00. Mj. Autumn and Winter, ASSOCIATE PROFESSOR CARLSON AND MR. ———.

33. General and Comparative Physiology.—Lectures and laboratory. Laboratory fee, \$5.00. Mj. Summer and Autumn, ASSISTANT PROFESSOR LINGLE.

34. Advanced Physiology of the Central Nervous System.—Prerequisite: Physiology 14. Laboratory fee, \$5.00. Mj. Spring, ASSOCIATE PROFESSOR CARLSON AND ———.

37. Methods of Quantitative Analysis in Physiological Chemistry as Applied to Plant and Animal Tissues.—Laboratory fee, \$5.00. Mj. Winter and Summer, ASSISTANT PROFESSOR KOCH.

¹ Courses 19 and 20 are required of medical students for credit in Physiological Chemistry.

38. **Methods of Quantitative Analysis in Physiological Chemistry as Applied to Plant and Animal Tissues** (continued).—Laboratory fee, \$5.00. Mj. Autumn and Winter, ASSISTANT PROFESSOR KOCH.

39. **Quantitative Micro-chemical Methods for Studying Cell-Respiration**.—Laboratory fee, \$5.00. Mj. or DMj. Autumn, Winter, and Spring, DR. TASHIRO.

40. **Seminar: in Biochemistry**.—Weekly. PROFESSOR MATHEWS, ASSISTANT PROFESSOR KOCH, DR. TASHIRO, AND DR. ADAMS.

41. **Seminar: in Physiology and Pharmacology**.—Fortnightly. Mj. Summer, Autumn, Winter, and Spring, ASSOCIATE PROFESSOR CARLSON AND ASSISTANT PROFESSORS LINGLE, LUCKHARDT, AND BECHT.

42. **Research Work in Physiological Chemistry**.—Mj. or DMj. each Quarter, PROFESSOR MATHEWS, ASSISTANT PROFESSOR KOCH, AND DR. TASHIRO.

43. **Research Work in Pharmacology**.—Mj. or DMj. each Quarter, ASSISTANT PROFESSOR BECHT.

44. **Research Work in Physiology**.—Mj. or DMj. each Quarter, ASSOCIATE PROFESSOR CARLSON AND ASSISTANT PROFESSORS LUCKHARDT AND BECHT.

54. **General and Comparative Physiology** (at the Marine Laboratory, at Woods Hole, Mass.).—Credit is given by the University of Chicago for courses taken at this laboratory. DMj. Summer, PROFESSOR MATHEWS.

XXVI. THE DEPARTMENT OF PALEONTOLOGY

OFFICERS OF INSTRUCTION

SAMUEL WENDELL WILLISTON, M.D., PH.D., SC.D., Professor of Paleontology.
PAUL CHRISTIAN MILLER, Laboratory and Field Assistant.

MAURICE GOLDSMITH MEHL, PH.D., Instructor in Paleontology, University of Wisconsin (Summer, 1915).

FELLOW, 1915-16

CLAYTON HAROLD EATON, A.B.

INTRODUCTORY

The Department of Paleontology deals with Vertebrate Paleontology. Courses in Invertebrate Paleontology are given in the Department of Geology.

COURSES OF INSTRUCTION

1. **History and Evolution of Extinct Vertebrates**.—For Junior College students. Mj. Spring, PROFESSOR WILLISTON.

1A. **Extinct Vertebrates: Lower Forms**.—The structure, classification, and geological history of vertebrate animals with special reference to their evolution, migrations, and adaptation to environments. Lectures, readings, and visits to museums. Summer, First Term, DR. MEHL.

1B. **Extinct Vertebrates: Higher Forms**.—With special reference to the domestic animals. Continuation of course 1A, but may be taken independently. Lectures, readings, and visits to museums. Summer, Second Term, DR. MEHL.

2. **History of Vertebrates**.—The structure, classification, evolution, and faunistic relations of the Vertebrata, their geological range and distribution. Fishes, Amphibians, and Reptiles. Prerequisite: Elementary Zoology and Geology. Lectures, recitations, and laboratory. Mj. Autumn, PROFESSOR WILLISTON.

3. History of Vertebrates.—(Continuation of course 2.) Birds and Mammals. Prerequisite: Paleontology 2. Mj. Winter, PROFESSOR WILLISTON.

4. The Succession of Vertebrate Faunas.—The study of the vertebrate faunas of the successive geologic periods. For students of geology who do not intend to specialize in Paleontology. Prerequisite: Elementary Geology. Mj. Spring, PROFESSOR WILLISTON.

10, 11, 12. Research in Vertebrate Paleontology.—Prerequisite: For course 10, course 2; for course 11, 10; for course 12, 11. Mj. or DMj. Autumn, Winter, and Spring, PROFESSOR WILLISTON.

13. Field Work.—One or more students may accompany field expeditions, by special arrangement with the Head of the Department. Prerequisite: course 2. DMj. Summer, PROFESSOR WILLISTON AND MR. MILLER.

XXVII. THE DEPARTMENT OF BOTANY

OFFICERS OF INSTRUCTION

JOHN MERLE COULTER, PH.D., Professor and Head of the Department of Botany.

OTIS WILLIAM CALDWELL, PH.D., Professor of Botany in the School of Education.

CHARLES JOSEPH CHAMBERLAIN, PH.D., Professor of Morphology and Cytology.

HENRY CHANDLER COWLES, PH.D., Professor of Ecology.

WILLIAM JESSE GOAD LAND, PH.D., Associate Professor of Morphology.

WILLIAM CROCKER, PH.D., Associate Professor of Plant Physiology.

LEE IRVING KNIGHT, PH.D., Instructor in Physiology.

GEORGE DAMON FULLER, PH.D., Instructor in Ecology.

WANDA MAY PFEIFFER, PH.D., Instructor in Plant Pathology.

SOPHIA HENNINGTON ECKERSON, PH.D., Assistant in Physiology.

FELLOWS, 1914-15

FRANK EARL DENNY, A.B.

MARY BERNICE JENKINS, S.B.

WINFIELD SCOTT DUDGEON, S.B.

GEORGE KONRAD KARL LINK, S.B.

ALPHAUS WILLIAM DUPLER, S.M.

INTRODUCTORY

While the Department keeps in view the usefulness of Botany in contributing to a liberal education, its method is the same in aiding general culture as in training investigators. Beginning with the fundamentals of Biology from the standpoint of Botany, the courses gradually differentiate into more and more special lines until finally they become adapted to the needs of the individual investigator. The method of the Department is the careful, individual examination of the facts upon which the body of the science rests.

The Department occupies the Hull Botanical Laboratory. At present there is provision of apparatus, books, periodicals, collections, and greenhouses for work in Morphology, Cytology, Physiology, Ecology, Pathology, and Taxonomy. In addition to the facilities belonging to the University, the Herbarium of the Field Museum of Natural History and the conveniently situated grounds and greenhouses of Jackson and Washington parks are always available for material.

The library contains a good representation of standard and current botanical literature, to which constant additions are being made. Complete files of the

more important serials have been secured, and nearly all current botanical journals are received through exchange or purchase. Special care will be taken to secure all necessary literature for research students. The Crerar, Field Museum, and Newberry libraries are easily accessible.

The *Botanical Gazette*, a journal now in its sixtieth volume, is the property of the University, and while in no sense an organ of the Department, it is the natural channel for the publication of much of its work. The Department also issues a series of *Contributions from the Hull Botanical Laboratory*, 206 numbers of which have been published.

The Botanical Club consists of the instructors and advanced students of the Department, who meet each week to review important current literature, to present the results of their own research, and to hear visiting botanists. The club is made an important means of supplementary training for the special student of Botany.

In courses demanding the use of apparatus a laboratory fee of \$5.00 is charged. This fee includes the use of microscope and reagents and plant material. In addition, a breakage ticket is usually needed.

The courses fall naturally into groups under the following classification:

I. *General and introductory*.—Courses 1, 2, and 3 are intended to give a general preparation for biological work in the field of Botany. Each course is complete in itself, but course 1 is a necessary introduction to either 2 or 3, and is the one to be selected by the general student who can give only a single quarter to the subject. Course 5 is a lecture and reading course in evolution and heredity, and is intended to furnish general information to the student concerning the theories of organic evolution and concerning the current experimental work in heredity. Course 6 is intended to correct the tendency of students of morphology to know only laboratory material and to be ignorant of live plants and their habits. Courses 1, 2, 3, 5, and 6 are especially recommended to teachers in the public schools.

Courses 7, 8, and 9 constitute a series intended to give a thorough account of the principal groups of plants, their morphology, and a somewhat detailed outline of their classification. These courses may be taken in any sequence, although the subject develops most naturally if they are taken in the order of their numbering. They are required of all students who intend to do advanced work in the Department, and are adapted to all who desire a thorough elementary knowledge of plants. Unless all three are taken, course 1, or its equivalent, is a prerequisite for any of them.

Course 4 is required of all students who purpose entering any of the courses in Special Morphology.

II. *Special Morphology*.—The courses enumerated under this head (10-15) expand the work of courses 7, 8, and 9, and consider in detail the different groups of plants there studied. They are intended to furnish the training necessary for independent research in morphology. Courses 10, 12, and 13 make up a year's work, offered in alternate years with courses 11, 14, and 15. Courses 17 and 19 are for research students and demand familiarity with German and French.

III. *Physiology*.—Courses 20-22 include work in the fundamental principles of Physiology and constitute a continuous course (though they may be elected separately and in any order) prerequisite to research work in Physiology. The

laboratory observations in these courses sometimes require work at irregular and unusual hours, which those electing them should be willing to give. Students should be able to read German readily, and must be acquainted with the fundamental principles of physics and inorganic, organic, and preferably physiological chemistry. Physics 1, 2, 3, and Chemistry 1, 2, 3, 4 are highly desirable antecedents, and may in future be made prerequisites.

IV. *Ecology*.—Courses 30 and 31 are laboratory courses, illustrating the structural, physiological, and experimental phases of Ecology, and are offered in alternate winters. Courses 32–34 are field and library courses, illustrating the geographic phases of Ecology. Course 35 involves both laboratory and field work and may serve as an introduction to work in forestry. Courses 32 and 35 are offered in alternate autumns. Course 36 is offered in various parts of the world and supplements the local work in Ecology at the University. The ability to read German is a decided advantage in all the courses in Ecology, and is a necessity for courses 38 and 39.

V. *Pathology*.—Course 40 is an introduction to laboratory methods in plant pathology. It includes the preparation of culture media, the growing and isolation of pathogenic organisms, and a study of the diseases induced by some of the more common forms. It is followed by course 43, which is intended to give the student facility in recognizing the fungi which cause diseases of plants in this region. It involves laboratory and field work. Ability to read Latin and German is a great advantage. These courses are adapted to those who desire training for work in agricultural colleges and experiment stations.

VI. *Teaching*.—Students wishing to teach Botany in high schools are advised to take course 50.

VII. *Recommended groups for the Bachelor's degree*.—For students who have had high-school preparation in Botany:

PRINCIPAL SEQUENCES

a) General: courses 2, 3, 6, and six majors chosen from courses 4, 5, 7, 8, 9, 24, 30, 34, 35, 50, after consultation.

b) Plant Morphology: courses 7, 8, 9; three majors chosen from courses 10–15, and three majors chosen from courses 2, 3, 4, 5, 6, 30, 40, 50, after consultation.

c) Plant Physiology: courses 2, 20, 21, 22, 24, and four majors chosen from courses 3, 5, 6, 7, 8, 9, 30, 31, 40, 50, after consultation.

d) Plant Ecology: courses 2, 3, 6, 34; three majors chosen from courses 30, 31, 32, 33, 35, and two majors chosen from courses 5, 7, 8, 9, 24, 40, 50, after consultation.

PRINCIPAL SEQUENCES—VOCATIONAL

a) For teaching high-school botany—same as General Principal Sequence above, except that course 50 is required.

b) Leading to graduate work in Agriculture: courses 2, 6, 9, 24, 40; four majors chosen from courses 3, 5, 7, 8, 34, 35, 50, after consultation.

c) Leading to graduate work in Forestry: courses 2, 3, 6, 35; five majors chosen from courses 5, 7, 8, 9, 24, 34, 40, after consultation.

For students who have had no high-school preparation in Botany, course 1 must introduce any of the above sequences.

SECONDARY SEQUENCES

Courses 2, 3, 6, and three majors chosen from courses 5, 7, 8, 9, 34, 35, 50, after consultation.

COURSES OF INSTRUCTION

1. **Elementary Botany.**—A general introduction to Botany. Prerequisite to all other courses offered by the Department. Laboratory fee, \$5.00. Mj. Summer, Autumn, Winter, and Spring, PROFESSOR COULTER AND DR. PFEIFFER.

2. **Elementary Plant Physiology.**—A summary view of the general behavior of seed-plants. Prerequisite: Botany 1 or equivalent; Elementary Physics and Chemistry desirable. Laboratory fee, \$5.00. Mj. Summer and Winter, ASSOCIATE PROFESSOR CROCKER AND DR. ECKERSON.

3. **Elementary Ecology.**—Plants in relation to their environment. Field work in the greenhouses and parks near the University, with occasional laboratory exercises and field trips to the country. Prerequisite: Botany 1 or equivalent. Mj. Summer and Spring, ASSOCIATE PROFESSOR COWLES AND DR. FULLER.

4. **Methods in Plant Histology.**—Principles and methods of killing, fixing, imbedding, sectioning, staining, mounting, drawing, reconstructing, and use of microscope. Prerequisite: Botany 1 or equivalent. Laboratory fee, \$5.00. DM. Summer, First Term; Mj. Spring, ASSOCIATE PROFESSOR LAND.

5. **Organic Evolution.**—A course of lectures, with assigned reading, dealing with the theories of evolution and heredity as illustrated by plants. Lectures, 4 hours a week. Prerequisite: Botany 1 or equivalent. Mj. Winter, PROFESSOR COULTER.

6. **The Local Flora.**—The identification of the common seed-plants and ferns of the Chicago region, to acquire familiarity with the distinguishing features of the great groups, and with the use of manuals. Prerequisite: Botany 1 or equivalent. M. or DM. Summer, Second Term, PROFESSOR COULTER, ASSOCIATE PROFESSOR CHAMBERLAIN, AND ASSOCIATE PROFESSOR LAND; Mj. Spring, PROFESSOR COULTER, ASSOCIATE PROFESSOR COWLES, AND DR. FULLER.

7. **General Morphology of Thallophytes.**—The thorough study of a series of Algae and Fungi forms the basis of lectures upon the morphology and classification of these groups. Prerequisite: Botany 1 or equivalent. Laboratory fee, \$5.00. Mj. Autumn, PROFESSOR COULTER AND ASSOCIATE PROFESSOR LAND.

8. **General Morphology of Bryophytes and Pteridophytes.**—A continuation of course 7. Prerequisite: Botany 1 or equivalent. Laboratory fee, \$5.00. Mj. Winter, PROFESSOR COULTER AND ASSOCIATE PROFESSOR LAND.

9. **General Morphology of Spermatophytes.** A continuation of courses 7 and 8. Prerequisite: Botany 1, or equivalent, and course 8. Laboratory fee, \$5.00. Mj. Summer and Spring, PROFESSOR COULTER AND ASSISTANT PROFESSOR LAND.

10.¹ **Special Morphology of Algae.**—Critical studies of representative Algae, accompanied by lectures upon the morphology and relationships of the group. Prerequisite: Botany 4 and 7. Laboratory fee, \$5.00. Mj. or DMj. Autumn, 1915, ASSOCIATE PROFESSOR CHAMBERLAIN.

11. **Special Morphology of Fungi.**—A study of the morphology and relationships of the Fungi, including practice in artificial cultures. Prerequisite: Botany 4 and 7. Laboratory fee, \$5.00. Mj. or DMj. Autumn, 1915, PROFESSOR COULTER AND DR. PFEIFFER.

12. **Special Morphology of Bryophytes.**—Critical studies of typical liverworts and mosses, accompanied by lectures upon their morphology and relationships. Prerequisite: Botany 4 and 8. Laboratory fee, \$5.00. Mj. or DMj. Summer, 1915, and Winter, 1916, ASSOCIATE PROFESSOR LAND.

¹ Courses 10, 12, 13 are offered in alternate years with courses 11, 14, 15.

13. Special Morphology of Pteridophytes.—Similar in method and purpose to course 12. Prerequisite: Botany 4 and 8. Laboratory fee, \$5.00. Mj. or DMj. Spring and Summer, 1916, PROFESSOR COULTER AND ASSOCIATE PROFESSOR CHAMBERLAIN.

14. Special Morphology of Gymnosperms.—Critical studies of the gymnosperm types, with a course of lectures on the morphology and genetic relationships of the group. Prerequisite: Botany 4 and 9. Laboratory fee, \$5.00. Mj. or DMj. Winter, 1917, PROFESSOR COULTER AND ASSOCIATE PROFESSOR CHAMBERLAIN.

15. Special Morphology of Angiosperms.—A continuation of course 14, treating monocotyledons and dicotyledons. Laboratory fee, \$5.00. Mj. or DMj. Spring, 1917, PROFESSOR COULTER AND ASSOCIATE PROFESSOR CHAMBERLAIN.

16. Seminar in History of Botany.—This course is intended to develop a historical background for research students. Mj. or DMj. Autumn, 1915, PROFESSOR COULTER.

16A. Seminar in Evolution and Heredity.—Discussions of the historical background and current work. Open to graduate students. Mj. or DMj. Autumn, 1916, PROFESSOR COULTER.

17. Cytology.—The structure and life-history of the plant cell. Special attention given to the bearing of cytology upon theories of heredity and evolution. For research students. Prerequisite: Botany 4. Laboratory fee, \$5.00. Mj. Winter, ASSOCIATE PROFESSOR CHAMBERLAIN.

18. Genetics and Experimental Evolution.—See announcement under Department of Zoölogy.

19. Research in Morphology.—Only those students will be admitted to this work whose training in technique and special morphology enables them to be independent. Laboratory fee, \$5.00. Mj. or DMj. PROFESSOR COULTER, ASSOCIATE PROFESSOR CHAMBERLAIN, AND ASSOCIATE PROFESSOR LAND.

20. Plant Physics.—Designed to acquaint the student with the plant processes that are essentially physical. Prerequisite: Botany 2. Desirable antecedents: Physics 1, 2, 3, 11; Botany 3, 7, 8, 9. Laboratory fee, \$5.00. Mj. or DMj. Summer and Autumn, ASSOCIATE PROFESSOR CROCKER, DR. KNIGHT, AND DR. ECKERSON.

21. Plant Chemicals.—A continuation of course 20, devoted to the study of metabolism. Prerequisite: Botany 2. Desirable antecedents: Chemistry 1, 2, 3, 4; Physiological Chemistry, 19; Botany 20. Laboratory fee, \$5.00. Mj. or DMj. Winter and Summer, 1915, ASSOCIATE PROFESSOR CROCKER, DR. ECKERSON, AND DR. KNIGHT.

22. Growth and Movement.—A continuation of courses 20 and 21, with special reference to the influence of external and internal factors upon the growth, development, and movement of plants. Prerequisite: Botany 2. Desirable antecedents: courses 20, 21. Laboratory fee, \$5.00. Mj. or DMj. Spring, ASSOCIATE PROFESSOR CROCKER, DR. ECKERSON.

24. Economic Botany.—A general lecture course presenting the value of the main plant products of the United States, along with the methods used and the difficulties met in the production. Seed selection and handling, standardization of products, and fertilization methods and resources receive special attention. The course is of value to those interested in economics or economic botany. A general knowledge of botany is desirable. Spring and Summer, ASSOCIATE PROFESSOR CROCKER AND DR. ECKERSON.

28. Seminar in Physiology.—The course is of about the same grade as the three graduate courses in physiology and deals with the latest literature in special chapters of plant physiology. Mj. or DMj. Winter, 1915, ASSOCIATE PROFESSOR CROCKER, DR. ECKERSON, AND DR. KNIGHT.

29. Research in Physiology.—Requires special training in physiology and the fundamentals of physics and chemistry. Registration only after consultation. Laboratory fee, \$5.00. Mj. or DMj. ASSOCIATE PROFESSOR CROCKER, DR. ECKERSON, AND DR. KNIGHT.

30.¹ Ecological Anatomy.—Plant tissues from the point of view of origin and rôle. Prerequisite: Botany 1, 2, 3. Laboratory fee, \$5.00. Mj. Winter, 1916, ASSOCIATE PROFESSOR COWLES AND DR. FULLER.

31. Experimental Ecology.—The causes determining the origin and development of plant organs. Prerequisite: Botany 1, 2, 3. Laboratory fee, \$5.00. Mj. Winter, 1917, ASSOCIATE PROFESSOR COWLES AND DR. FULLER.

32. Geographic Botany I.—Ecological Plant Geography. This course and course 33 present regional and world problems in contrast to the local field problems treated in course 34. Prerequisite: Botany 3 or equivalent. Mj. Autumn, 1915 (also 1916 if requested by ten students), ASSOCIATE PROFESSOR COWLES.

33. Geographic Botany II.—Floristic Plant Geography. This course presents the floristic regions of the world and their geological development. Prerequisite: Botany 3 or equivalent, and preferably Botany 32 and Geology 5. Mj. Winter, 1916 (also 1917 if requested by ten students); Summer, 1915, ASSOCIATE PROFESSOR COWLES.

34. Physiographic Ecology.—Origin and development of the various plant associations, especially such as are found in the United States and Canada. Lectures and field work. Prerequisite: Botany 3 and Geology 1. Mj., 3M., or DMj. Spring; also M. or DM. Summer, 1915, First Term, ASSOCIATE PROFESSOR COWLES AND DR. FULLER.

35. Forest Ecology.—The activities of trees; the structure and rôle of their various organs. Trees in relation to climate, soil, and organic environment. Forest succession and its causes. The great forest formations of the United States and Canada. Prerequisite: Botany 3. Mj. Summer, 1915, and Autumn, 1916 (also 1917 if requested by ten students), ASSOCIATE PROFESSOR COWLES AND DR. FULLER.

36. Field Ecology.—The whole time of the student will be required during the time spent in the field. Prerequisite: Botany 34, and preferably 32. M., DM., 3M., or 4M., depending upon the quantity and quality of the work accomplished; ASSOCIATE PROFESSOR COWLES OR DR. FULLER. Summer, 1915, Second Term (northern Michigan), DR. FULLER.

38. Seminar in Ecology.—This course is intermediate between courses 30-36 and research work, and requires special training in Ecology. Mj. or DMj. ASSOCIATE PROFESSOR COWLES AND DR. FULLER.

39. Research in Ecology.—This course requires special training in Ecology and in related lines of study, especially geology and plant physiology. Laboratory fee, \$5.00, dependent on the nature of the problem. Mj. or DMj. ASSOCIATE PROFESSOR COWLES AND DR. FULLER.

40. Elementary Plant Pathology.—Life-histories and physiology of the commoner parasites, together with their pathological effect on the host plants. Prerequisite: Botany 1, 2. Desirable antecedent: Botany 7. Laboratory fee, \$5.00. Mj. Summer and Spring, PROFESSOR COULTER AND DR. PFEIFFER.

43. Parasitic Fungi.—The identification and handling of material. Occasional field trips will replace laboratory work during the Second Term. Prerequisite: Botany 40 or Botany 11. Laboratory fee, \$5.00. Mj. Spring, DR. PFEIFFER.

50. Teaching Botany in the High Schools.²—Includes the following topics: the function of Botany in secondary education; the principles that determine the selection, organization, and use of botanical materials; a review of subject-matter; laboratory demonstrations; methods, etc. Prerequisite: Botany 1. Mj. Spring and Summer, ASSOCIATE PROFESSOR CALDWELL.

¹ Courses 30 and 32 are offered in alternate years with courses 31 and 35.

² Given at the School of Education.

XXVIII. THE DEPARTMENT OF PATHOLOGY

OFFICERS OF INSTRUCTION

LUDVIG HEKTOEN, M.D., Sc.D., Professor and Head of the Department of Pathology.

HARRY GIDEON WELLS, A.M., Ph.D., M.D., Professor of Pathology.

EDWARD VAIL LAPHAM BROWN, M.D., Assistant Professor in the Pathology of the Eye.

HARRIET FAY HOLMES, A.B., Special Instructor in Pathological Technique.

EDWIN FREDERICK HIRSCH, A.M., Ph.D., Instructor in Pathology.

GEORGE THOMAS CALDWELL, A.B., A.M., Associate in Pathology.

OSCAR JACOB ELSSESSER, S.B., Laboratory Assistant in Pathology.

HARRY LEE HUBER, S.B., Research Assistant in Pathology.

LYDIA M. DEWITT, A.M., M.D.,
Assistant Professor of Pathology

MAUD SLYE, A.B.

} Members of the Otho S. A. Sprague
Memorial Institute.

FELLOWS, 1915-16

EMANUEL BERNARD FINK, S.B.

CHARLES EDWARD WATTS, S.B.

AT RUSH MEDICAL COLLEGE

LUDVIG HEKTOEN, M.D., Sc.D., Professor and Head of the Department of Pathology.

EDWIN RAYMOND LECOUNT, M.D., Professor of Pathology.

GEORGE HOWITT WEAVER, M.D., Associate Professor of Pathology.

GEORGE FREDERICK DICK, M.D., Assistant Professor of Pathology.

ALBERT MONTAGUE MOODY, M.D., Instructor in Pathology.

HOMER KING NICOLL, A.B., M.D., Associate in Pathology and Resident Pathologist, Presbyterian Hospital.

FRANK RAYMOND MENNE, S.B., M.D., Assistant in Pathology.

KANTHE WELER DEWEY, M.D., Fellow in Pathology.

INTRODUCTORY

The courses offered by the Department include the required work in Pathology in the curriculum of the first two years in the study of Medicine, as well as advanced courses arranged for those desiring a more extended knowledge of the subject, and for those wishing to qualify themselves for research.

For each major or double-minor course requiring laboratory work the laboratory fee is \$5.00.

COURSES OF INSTRUCTION

I. SENIOR COLLEGE COURSES

1. General Pathology and Pathological Histology.—A practical laboratory course in general pathologic histology, supplemented by experiment, by the study of fresh and museum specimens, and by recitations in general pathology. Pre-requisite: Histology, Bacteriology, Physiology, Physiological Chemistry, and

Visceral Anatomy. Laboratory, recitations, and lectures: 9 hours a week. Mj. Autumn, DR. HIRSCH AND ASSISTANTS; Winter, PROFESSOR WELLS, MR. CALDWELL, AND ASSISTANTS.

2. Pathology of Infectious Granulomas and Tumors.—Mj. Spring, PROFESSOR WELLS, DR. HIRSCH, MR. CALDWELL, AND ASSISTANTS.

1 and 2 will be given as double-minor courses in the First and Second Terms of the Summer Quarter. Daily 8:00–11:00, DR. HIRSCH, MR. CALDWELL, AND ASSISTANTS.

5. Special Pathology.—Supplementary to and paralleling course 2. A study of the pathological changes affecting different organs and tissues. Limited to 30 students. Mj. Spring, DR. HIRSCH AND MR. CALDWELL.

II. GRADUATE COURSES

3. Advanced Pathology.—Open to a limited number of students who have credit in general pathology. Laboratory work will be given in pathological technique, the study and recording of autopsies, and special pathological material. Laboratory fee, \$5.00. Hours to be arranged for each student. Mj. each Quarter, PROFESSOR WELLS.

4. Research in Pathology.—Open to a limited number of qualified students and graduates in medicine. Laboratory fee, \$5.00 per Mj. Hours to be arranged for each student. Mj. or DMj. each Quarter, PROFESSORS HEKTOEN AND WELLS.

6. Pathology of the Eye.—Special pathology for practicing physicians and advanced students. Laboratory fee, \$5.00. Hours to be arranged. DM. Summer, First Term, ASSISTANT PROFESSOR BROWN.

8. Pathological Technique.—Open to a limited number of students. Mj. Autumn, MISS HOLMES.

XXVIII. THE DEPARTMENT OF HYGIENE AND BACTERIOLOGY

OFFICERS OF INSTRUCTION

EDWIN OAKES JORDAN, PH.D., Professor of Bacteriology and Chairman of the Department of Hygiene and Bacteriology.

NORMAN MACLEOD HARRIS, M.B., Assistant Professor of Bacteriology.

PAUL GUSTAV HEINEMANN, PH.D., Instructor in Bacteriology.

WILLIAM ERNEST CARY, S.B., Assistant in Bacteriology.

ERNEST EDWARD IRONS, M.D., PH.D., Assistant Professor of Medicine, Rush Medical College (Summer, 1915).

INTRODUCTORY

The courses offered by the Department include the required work in Bacteriology in the curriculum of the first two years in the study of Medicine, as well as advanced courses arranged for those desiring a more extended knowledge of public-health work, and for those wishing to qualify themselves for research.

For each major or double-minor course requiring laboratory work the laboratory fee is \$5.00.

SEQUENCES

2, Pathogenic Bacteria (prerequisite: Chemistry 1, 2, 3 [2S, 3S], 4, 6, and Biology 1, 2); 1, Bacteriology (prerequisite, high-school or college Chemistry and Biology 1, 2); 15, Advanced Bacteriology (requires reading knowledge of German); 3, Public Hygiene; 20, Research in Bacteriology; 10, Sanitary Aspects of Milk Supply; XX-2, 3 (2S, 3S), General Chemistry, Inorganic; 4, Organic; 6, Qualitative Analysis; XXVII-3, Ecology; 4, Plant Histology; 7, 11, Morphology; XXII-4, Introductory Zoölogy.

SECONDARY SEQUENCES

a) (Prerequisite: XXII-1, 2, XXVI-1, 2.) XX-2, 3 (or 2S, 3S), XXVII-3, 4, XXVIII A-1, 3.

b) XXVII-3, 4, 7, 11, XXVIII A-1, 3 (XXII-4 may be substituted for XXVII-7 or 11).

c) XX-2, 3 (2S, 3S), 4, 6, XXVIII A-2, 3.

COURSES OF INSTRUCTION

I. SENIOR COLLEGE COURSES

1. **General Bacteriology.**—For non-medical students. Mj. Autumn, Spring, and Summer, PROFESSOR JORDAN, DR. HEINEMANN, AND MR. CARY.

2. **The Pathogenic Bacteria.**—Primarily for medical students. 1½ Mjs. Summer and Autumn, 1:30-4:30, ASSISTANT PROFESSOR HARRIS, DR. HEINEMANN, AND MR. CARY.

3. **Public Hygiene.**—The applications of Bacteriology to municipal hygiene, water supply, food supply, etc. ½ Mj. Autumn, PROFESSOR JORDAN.

4. **Industrial Hygiene.**—Occupational dangers and diseases. ½ Mj. Prerequisite: course 3. Winter, Dr. ———.

5. **Public Health Problems.**—Infant welfare, the anti-tuberculosis campaign, etc. ½ Mj. Spring. Prerequisite: course 3. Drs. ———, ———, AND ———.

II. GRADUATE COURSES

10. **Sanitary Aspects of Milk Supply.**—Lectures and laboratory methods. Laboratory fee, \$5.00. Prerequisite: Chemistry and Bacteriology. Mj. DR. HEINEMANN.

11. **Sanitary Water Analysis.**—Chemical, bacterial, and microscopical methods. Lectures and laboratory work. Mj. Winter, PROFESSOR JORDAN.

12. **Public Health Laboratory Methods.**—Diagnosis of diphtheria, typhoid fever, glanders, and rabies; Wassermann test, etc. Prerequisite: Pathogenic Bacteria 21. Lectures and laboratory. Mj. Winter, ASSISTANT PROFESSOR HARRIS.

13. **Parasitology.**—Animal parasites of man (including protozoa). Lectures: M., W., 1:30-2:30. Laboratory: Tu., Th., and F., 1:30-3:30. Class is limited to 10. Mj. Spring. [Not given in 1916.]

14. **Immunity in Relation to Preventive Medicine.**—Mj. Summer, M., W., Th., F., 11:00, ASSISTANT PROFESSOR IRONS.

15. **Advanced Bacteriology.**—Open to a limited number of specially prepared students and to graduates in medicine. Laboratory fee, \$5.00. Repeated each Quarter. Hours to be arranged. Mj. PROFESSOR JORDAN AND ASSISTANT PROFESSOR HARRIS.

16. **Vital Statistics and Epidemiology.**—Prerequisite: course 2 or 3. ½ Mj. Spring, PROFESSOR JORDAN.

20. **Research in Bacteriology.**—Laboratory fee, \$5.00. Mj. or DMj. each Quarter, PROFESSOR JORDAN.

XXXI. THE DEPARTMENT OF PUBLIC SPEAKING

OFFICERS OF INSTRUCTION

SOLOMON HENRY CLARK, PH.B., Associate Professor of Public Speaking.

BERTRAM GRIFFITH NELSON, A.B., Assistant Professor of Public Speaking.

BENJAMIN FRANKLIN BILLS, PH.B., Assistant in Public Speaking (Summer, 1915).

COURSES OF INSTRUCTION

I. JUNIOR COLLEGE COURSES

1. **Public Speaking.**—The object of the course is to train students to gather, select, arrange, and present material in order to affect a given audience in a given way and within a given time.

Mj. Summer, 8:00, MR. BILLS.

Mj. Autumn, 8:15, ASSISTANT PROFESSOR NELSON. Classes limited to 20.

Mj. Spring, 8:15, ASSISTANT PROFESSOR NELSON. Classes limited to 20.

II. SENIOR COLLEGE COURSES

2. **Public Speaking.**—Continuation of course 1. The ends of speech—clearness, belief, entertainment, action—are shown to determine the selection and arrangement of material. The speech is considered in the light of its effect on an audience. Exercises are given to test the student's ability to select arguments and illustrations most likely to attain the end for which his address is designed. Criticism of delivery. Classes limited to 20. Prerequisite: Course 1 and English 3. Mj. Winter, 8:15; Spring, 8:15, ASSISTANT PROFESSOR NELSON.

3. **Public Speaking.**—This course consists of the study of methods of great speakers; the analysis of characteristic speeches; the consideration of psychological principles involved in the management of audiences; and the presentation and criticism of original speeches by the members of the class. *Consult instructor before registering.* Mj. Autumn, 10:45, ASSOCIATE PROFESSOR CLARK.

6. **Interpretation of the Printed Page.**—The course trains the student to discover the contents of the printed page. The phrase is regarded as the unit of thought; and with this as the point of departure he studies the printed page as a series of phrase units with different mental and emotional values. Accuracy of observation and care in analysis are the principal objects to be attained, together with ability to read aloud simply, easily, and naturally, without any effort after an art product. Classes limited to 20. Prerequisite: 18 majors. Mj. Autumn, 9:15; Winter 9:15, ASSISTANT PROFESSOR NELSON.

7. **Principles of Vocal Expression.**—The criteria of vocal expression are studied from the psychological viewpoint. The relation of time, pause, pitch, melody, inflection, quality, force to speech is demonstrated. The student is here made acquainted with the elements that make up vocal expression, thus furnishing him with standards of criticism that enable him to judge his own vocal expression. These standards are applied to the daily reading or recitation of the class. The material is selected largely from literature used in high schools, and the course should therefore be of particular value to high-school teachers of English. Not open to students who have had course 6 or 9. Mj. (or M. either Term), Summer, 9:00, ASSISTANT PROFESSOR NELSON.

9. **The Vocal Interpretation of Poetry.**—The purpose of the course is to show what poetry is, and to train the student in rendering it orally. It deals with various aspects of poetic art. Typical examples are discussed and analyzed, with the object of furnishing standards of criticism, and of enhancing the student's appreciation. The student's appreciation of the literature discussed is constantly tested through his vocal expression. Open to students having 18 or more majors of credit. Prerequisite: 18 majors and course 6. Mj. Autumn, 11:45, ASSOCIATE PROFESSOR CLARK.

14. The Fundamentals of Effective Speaking.—This course is offered only in the Summer, and is designed to meet the needs of students engaged, or about to engage, in teaching Public Speaking. "*Oral Composition*" in *High Schools will receive some attention*. Principles presented in course 1 are discussed in this course, but in much greater detail. The ends of speech, such as clearness, belief, entertainment, action, are shown to determine the selecting and arranging of material. The speech is considered in the light of its effect on the audience, rather than subjectively. Exercises are given to test the student's power to gather, select, arrange, and present material effectively. Not open to Junior College students nor to students who have had course 1. Sec. a. Mj. (or M. first Term), Summer, 8:00; sec. b, M. second Term, 10:30, ASSISTANT PROFESSOR NELSON.

17. Vocal Interpretation of Shakespeare.—Intensive study of the text with the view to vocal expression. Some attention will be given to plot and characterization, particularly as these affect the elocution. Prerequisite: 18 majors and course 6. Mj. Spring, 9:15, ASSOCIATE PROFESSOR CLARK.

18. The Speaking Voice and English Pronunciation.—The course presents the fundamentals of English pronunciation; of articulation and enunciation. It aims to cultivate an unaffected, refined, and distinct delivery. Defects, mannerisms, and colloquialisms of speech are analyzed and corrected. Through exercises in vocal expression (as distinguished from "voice culture") students are trained to use the voice correctly. The principles discussed in the course should enable teachers of English and of Expression to diagnose the more common defects in the speaking voice and to make practical suggestions to their pupils for the improvement of their powers of expression. Open only to students taking a principal or secondary sequence in English or Public Speaking. Prerequisites: 18 majors, and three courses in English. Mj. Spring, 11:45, ASSOCIATE PROFESSOR CLARK.

XXXII. DEPARTMENT OF PHYSICAL CULTURE AND ATHLETICS

OFFICERS OF INSTRUCTION

AMOS ALONZO STAGG, A.B., Professor and Director of the Department of Physical Culture and Athletics.

DUDLEY BILLINGS REED, A.B., M.D., Associate Professor of Physical Culture and Medical Examiner (Men).

GERTRUDE DUDLEY, Assistant Professor of Physical Culture.

AGNES REBECCA WAYMAN, A.B., Instructor in Physical Culture.

WINIFRED PEARCE, Associate in Physical Culture.

JOSEPH HENRY WHITE, Assistant in Physical Culture.

DANIEL LEWIS HOFFER, Assistant in Physical Culture.

JOSEPHINE E. YOUNG, M.D., Medical Examiner (Women).

DOROTHY STILES, Assistant in Physical Culture.

STATEMENT OF WORK

GENERAL

In so far as it is the function of education to train the growing individual for usefulness in life, to that extent physical education must demand attention in any proper scheme of educational work, since the capacity for usefulness is so largely determined by the physical health of the individual.

This Department is organized to supply the opportunity for such physical work as experience has shown to be necessary under modern conditions, to counteract the deleterious individual effects of close application to mental work and to favor the attainment by the individual student of a high state of physical efficiency.

The work of this Department is organized under these heads: (a) *Hygienic*: (1) to aid function; (2) to develop form; (3) to correct undeveloped or deformed parts. (b) *Educative*: (1) to perfect nervous control; (2) to gain mental and moral self-control; (3) to develop muscular strength and endurance. (c) *Recreative*.

In order that these needs may be adequately supplied a large variety of work—hygienic, recreative, corrective, and competitive—is offered in regularly organized classes, in both gymnastics and athletics. Large opportunities are offered for individual work outside of the class organization, and provision is made for advice and assistance in such work.

Class work in Physical Culture is required of all undergraduate students not excused on account of physical disability, during four half-hours a week. Six quarters' work in Physical Culture is required of Junior College students, and four quarters of Senior College students. A temporary adjustment of this requirement has been made for the women till such a time as adequate equipment is provided for their work. Students taking an excessive number of cuts will not be allowed to continue their University work until they conform to this requirement.

It is intended that a thorough physical examination shall preface the work of every student in physical training. This examination is required for undergraduate matriculants and is advised for graduates during the first two weeks of their first quarter in residence. On the basis of information gained from this examination, suggestions for work and advice on health topics will be given each individual by the Medical Examiner.

During their first quarter in residence all Freshmen are required to take a course in Hygiene, one hour per week, consisting of lectures, recitations, and examination.

No one will be permitted to study for four consecutive quarters in the University, or to do extra normal work, i.e., more than three courses per quarter, without first obtaining a statement from the Medical Examiner to the effect that the extra work may be attempted without a probable injury to the health of the student.

WORK FOR WOMEN

The plan of work is threefold: general class work, elective athletic work, and corrective work. The general class work consists of tactics, free standing, hand and heavy apparatus work, fancy steps, and gymnastic games. This work is graded elementary, intermediate, and advanced, thus offering the students a change of work from year to year.

The corrective work is given under special supervision to all those who are in need of remedial work, and also to those who are unable to do the regular class work.

The athletic work, which is elective, is taken in combination with the class work—two periods of each a week—in order that the student by this combination may obtain the best possible development.

This work, which is done under the direction of the Department, includes in the different seasons basket-ball, indoor and outdoor baseball, field and ring hockey, roller- and ice-skating, tennis, golf, rowing, fencing, and swimming. The competitive side of the work is developed by match games during the year, culminating in the annual championship games for the silver cup and the banner between the Junior and Senior College teams, and with tournaments in the other sports and an annual gymnastic contest.

WORK FOR MEN

In addition to the regular graded gymnastic work a certain part of which consists of work in gymnastic dancing and group games, elementary instruction is given in swimming, wrestling, and fencing in large classes. These groups are later subdivided for more advanced work. Teams for intercollegiate competition are organized in football, baseball, track and field athletics, basket-ball, swimming, wrestling, fencing, tennis, and golf. Class and department teams are organized in as many lines of competition as possible and schedules arranged to decide class and University championships. Contests to decide the individual all-around championship are conducted annually in each of the following: swimming, wrestling, fencing, and gymnastics.

Faithfulness and intelligence in training and practice count for more in securing places on the University teams than individual brilliancy and natural ability alone.

BUILDINGS

Lexington Gymnasium.—The Lexington Hall Gymnasium is a temporary structure, built in the winter of 1903 for the use of women students. It offers floor space 70 by 71 feet, is partially equipped with new apparatus, and is provided with lockers, dressing-rooms, showers baths, and offices.

In Ida Noyes Hall, under process of erection, will be conducted the work of the Department of Physical Culture for Women. The main portion of the building will have a frontage of 240 feet on Fifty-ninth Street between Woodlawn and Kimbark avenues. From the middle of the main structure the gymnasium extends 110 feet back to the north. To the west of the gymnasium is the swimming-pool, which will have a skylight and windows opening into the cloister garden. In the basement will be lockers, dressing-rooms, showers, and two bowling-alleys. On the second floor will be offices and a large room for corrective gymnastic work. From the memorial hall on the second floor, with its adjoining trophy room, doors will lead to the spectators' gallery in the gymnasium. The building will contain provisions also for the women's commons and for social purposes. It is expected that the entire structure will be completed by January 15, 1916. The building is the gift of Mr. La Verne Noyes in memory of his wife, Ida E. S. Noyes.

Frank Dickinson Bartlett Gymnasium.—The Frank Dickinson Bartlett Gymnasium, a memorial to Frank Dickinson Bartlett, has been in use since the Autumn Quarter of 1903. It was formally dedicated on January 29, 1904. The building, with equipment, cost over \$275,000. It is 200 feet long by 80 feet wide. The basement floor contains four large dressing-rooms for the University and visiting teams, shower baths, Turkish baths, rubbing-room, stock-room, vaults, and special classrooms for fencing and wrestling. The first floor has space for 1,500

lockers, 25 shower baths, a swimming-tank, Faculty exercising-room, and offices. The swimming-tank is 60 by 28 feet—a very convenient size for conducting swimming races. It is beautifully fitted up with white tile. A gallery with seats for 200 people overlooks the water. The second or top floor is the exercising-room; it extends over the whole building, and is entirely free from pillars. A running-track varying in width from 12 feet 6 inches to 16 feet 6 inches, with 13.4 laps to the mile, extends around the walls twelve feet above the floor. The gymnasium has been equipped with the best and most modern apparatus, a large part of which is new in design and was made especially for this building. Provision has been made by multiplying pieces of apparatus for the exercising of large squads of men at one time with the smallest loss of time to the individual. A large triple batting-cage has been installed for winter baseball practice, and bleachers which will accommodate 1,500 persons have been built for use at athletic meets.

GROUND

For women.—(a) Outdoor Gymnasium. A turfed field, 90 by 60 feet, adjoins the Lexington Gymnasium, and is used when the weather permits for class work and gymnastic games. (b) On the northern portion of the block between Greenwood and University avenues and Sixty-first and Sixty-second streets are two fine hockey fields.

For men.—(a) The Athletic Field includes two city squares and is fully equipped for all kinds of squad and competitive work.

A concrete grandstand, 480 feet long and 50 feet high, and a wall surrounding the Stagg Field have just been completed, at a cost of \$200,000. Under the stand are toilet rooms, a racquet court, locker rooms, baths, team rooms, squash and handball courts.

In addition to the above fields and courts there are thirty-one tennis courts on the campus, which are used by both men and women students. These were built from receipts from the athletic games.

PART III
UNIVERSITY COLLEGE

UNIVERSITY COLLEGE

ORGANIZATION

University College was organized in 1898 for the purpose of conducting afternoon, evening, and Saturday classes in college subjects for those who found it impossible or inconvenient to attend University classes at the University Quadrangle. Classes are conducted throughout the year at 80 East Randolph Street, opposite the Public Library.

The instructors in the University College are regular members of the University Faculties; the courses are the same in amount and quality of work as other University courses, and they are fully credited as resident work toward University degrees.

Since University College is a regular college of the University, conditions concerning admission, advanced standing, and degrees are the same as those governing other colleges. These regulations and specifications are printed in full on pp. 93-116 of this *Register*.

ADMISSION

1. *Regular students*.—Admission to regular standing in University College is granted to the following classes of students: (a) To those who have fulfilled the requirements for admission to any one of the Junior Colleges. (b) To graduates of schools co-operating with the University who present certificates covering fifteen units of admission requirements. (c) To teachers in the public or private schools of Chicago or vicinity who have completed a four years' course in a Chicago high school or the equivalent thereof.

2. *Unclassified students*.—Persons who have not had the requisite amount of preparatory training for registration as regular students, and who are not seeking degrees, are admitted as unclassified students to courses for which, in the judgment of the Dean and instructors, they are prepared. Unclassified students are expected to classify as soon as possible.

COURSES OF INSTRUCTION, FEES, ETC.

[For list of courses, fees, etc., see *University College* (Circular of Information 1915-1916).]

PART IV
THE PROFESSIONAL SCHOOLS

I. THE DIVINITY SCHOOL

OFFICERS OF GOVERNMENT AND INSTRUCTION

OFFICERS OF THE THEOLOGICAL UNION AND BOARD OF TRUSTEES

CHARLES A. MARSH, President, Chicago.
†BENJAMIN A. GREENE, Vice-President, Chicago.
J. SPENCER DICKERSON, Secretary, Chicago.
FRANCIS W. PARKER, Treasurer, Chicago.
TREVOR ARNETT, Auditor, Chicago.
WALLACE HECKMAN, Counsel and Business Manager, Chicago.

CLASS I. TERM EXPIRES IN 1915

WILLIAM CLANCY, Chicago. CHARLES W. GILKEY, Chicago.
HARRY PRATT JUDSON, Chicago. SHAILER MATHEWS, Chicago.
FRANK PETERSON, Minneapolis, Minn.

CLASS II. TERM EXPIRES IN 1916

SMITH T. FORD, Chicago. †BENJAMIN A. GREENE, Chicago.
CHARLES A. MARSH, Chicago. JOHN A. REICHELDT, Deerfield, Ill.
JUDSON B. THOMAS, Chicago.

CLASS III. TERM EXPIRES IN 1917

J. SPENCER DICKERSON, Chicago. JULIUS A. JOHNSON, Chicago.
CHARLES R. HOLDEN, Chicago. THOMAS W. GOODSPEED, Chicago.
FRANCIS W. PARKER, Chicago.

THE DIVINITY FACULTY

HARRY PRATT JUDSON, A.M., LL.D., President of the University.
SHAILER MATHEWS, A.M., D.D., LL.D., Professor of Historical and Comparative Theology; Dean of the Divinity School.
GALUSHA ANDERSON, S.T.D., LL.D., Professor Emeritus of Homiletics.
ERNEST DEWITT BURTON, D.D., Professor and Head of the Department of New Testament Literature and Interpretation.
SHIRLEY JACKSON CASE, Ph.D., Professor of New Testament Interpretation.
†CHARLES RICHMOND HENDERSON, Ph.D., D.D., Professor and Head of the Department of Practical Sociology.
FRANKLIN JOHNSON, D.D., LL.D., Professor Emeritus of Church History and Homiletics.

† Deceased.

ANDREW CUNNINGHAM McLAUGHLIN, A.M., LL.B., Professor of History and Head of the Department of Church History.

GERALD BIRNEY SMITH, A.M., D.D., Professor of Christian Theology.

THEODORE GERALD SOARES, Ph.D., D.D., Professor of Homiletics and Religious Education and Head of the Department of Practical Theology.

† BENJAMIN ALLEN GREENE, D.D., Professorial Lecturer on Practical Theology.

FRANK WAKELEY GUNSAULUS, A.M., D.D., Professorial Lecturer on Practical Theology.

ALONZO KETCHAM PARKER, D.D., Professorial Lecturer Emeritus on Modern Missions.

ALLAN HOBEN, Ph.D., Associate Professor of Homiletics and Pastoral Duties.

JOHN WILDMAN MONCRIEF, A.M., D.D., Associate Professor of Church History.

FREDRIC MASON BLANCHARD, A.M., Assistant Professor of Public Speaking.

FRED MERRIFIELD, D.B., Instructor in New Testament History and Interpretation.

PETER GEORGE MODE, A.M., Th.B., Ph.D., Instructor in Church History.

ROBERT WATERMAN STEVENS, Associate and Director of Music.

WALTER LEROY RUNYAN, D.B., Assistant in charge of the Divinity School Library.

FRANCIS ALBERT CHRISTIE, A.B., D.D., Professor of Church History, Meadville Theological School (Summer, 1915).

OZORA STEARNS DAVIS, Ph.D., D.D., Professor of Practical Theology, Chicago Theological Seminary (Summer, 1915).

LEROY WATERMAN, Ph.D., Professor of Semitic Languages, University of Michigan (Summer 1915).

UKICHI KAWAGUCHI, Ph.D., Lecturer on Modern Missions (Winter, 1915).

PETER GEORGE MODE, A.M., Th.B., Ph.D., Secretary of the Northwestern Baptist Education Society.

THE DIVINITY CONFERENCE

The Divinity Conference consists of all members of the Divinity Faculty, and of the following instructors in the Faculties of the Schools and Colleges of Arts, Literature, and Science, whose work is closely associated with that of the Faculty of the Divinity School:

JAMES HENRY BREASTED, Ph.D., Professor of Egyptology and Oriental History; Director of Haskell Oriental Museum.

WILLIAM EDWARD DODD, Ph.D., Professor of American History.

GEORGE BURMAN FOSTER, Ph.D., Professor of the Philosophy of Religion.

EDGAR JOHNSON GOODSPEED, Ph.D., Professor of Biblical and Patristic Greek; Assistant Director of Haskell Oriental Museum.

† Deceased.

- IRA MAURICE PRICE, PH.D., LL.D.,** Professor of the Old Testament Language and Literature.
- JOHN MERLIN POWIS SMITH, PH.D.,** Professor of the Old Testament Language and Literature.
- HERBERT LOCKWOOD WILLETT, PH.D.,** Professor of the Old Testament Language and Literature.
- CLYDE WEBER VOTAW, PH.D.,** Associate Professor of New Testament Literature.
- DANIEL DAVID LUCKENBILL, PH.D.,** Assistant Professor of the Semitic Languages and Literatures.
- MARTIN SPRENGLING, A.B.,** Assistant Professor of the Semitic Languages and Literatures.
- CURTIS HOWE WALKER, PH.D.,** Assistant Professor of History.
- ERRETT GATES, PH.D.,** Instructor in History and Assistant Professor in the Disciples' Divinity House in Church History.

**THE FACULTY OF
THE CHICAGO THEOLOGICAL SEMINARY
(AFFILIATED WITH THE UNIVERSITY OF CHICAGO)**

- OZORA STEARNS DAVIS, PH.D., D.D.,** Professor of Practical Theology; President of the Chicago Theological Seminary.
- FRANK GIBSON WARD, PH.D.,** Professor of Religious Education; Dean of the Chicago Theological Seminary.
- GEORGE NYE BOARDMAN, D.D., LL.D.,** Professor Emeritus of Systematic Theology.
- GILES BUCKINGHAM WILLCOX, D.D.,** Stone Professor Emeritus of Practical Theology.
- GRAHAM TAYLOR, D.D., LL.D.,** Professor of Social Economics.
- CLARENCE AUGUSTINE BECKWITH, D.D.,** Secretary, Illinois Professor of Systematic Theology.
- HENRY HAMMERSLEY WALKER, PH.D.,** Sweetzer and Michigan Professor of Ecclesiastical History.
- BENJAMIN WILLARD ROBINSON, PH.D.,** Iowa Professor of New Testament Literature and Interpretation; Registrar of the Chicago Theological Seminary.
- HENRY AUGUSTINE SMITH, A.M.,** Associate Professor of Practical Theology.
- FREDRIC MASON BLANCHARD, A.M.,** Assistant Professor of Elocution.
- WILLIAM ELIEZUR BARTON, D.D.,** Lecturer on Ecclesiastical Law.

THE FACULTIES OF THE DIVINITY HOUSES

1. THE DISCIPLES' DIVINITY HOUSE

- HERBERT LOCKWOOD WILLETT, PH.D.,** Dean.
- ERRETT GATES, D.B., PH.D.,** Assistant Professor of Church History.
- CHARLES MANFORD SHARPE, A.M., PH.D.,** Assistant Professor of Systematic Theology.

2. THE RYDER (UNIVERSALIST) DIVINITY HOUSE

LEWIS BEALS FISHER, D.D., LL.D., Dean and Lecturer on Denominational History and Doctrine.

L. WARD BRIGHAM, D.D., Lecturer in Liturgics.

3. THE NORWEGIAN BAPTIST DIVINITY HOUSE

HENRIK GUNDERSEN, A.M., D.B., Dean and Professor of Systematic Theology.

THE DIVINITY FELLOWS, 1915-16

DONALD MELBOSE BRODIE, A.B., A.M., New Testament.

WILLIAM FRANKLIN EDGERTON, A.B., Semitics.

GEORGE BROCKWELL KING, A.B., D.B., Old Testament.

CHARLES STANLEY LAIDMAN, A.B., D.B., Practical Sociology.

ERNEST LAUER, A.M., Church History.

FREDERICK BREADING OXTOBY, A.B., D.B., Semitics.

ERNEST ERNSHAL SAYLES, A.B., Th.B., Systematic Theology.

OVID ROGERS SELLERS, A.B., D.B., Semitics.

ARTHUR WAKEFIELD SLATEN, D.B., New Testament.

WILLIAM ALBERT TILLEY, A.B., Th.B., Church History.

ALEXANDER ARISTIDES VAZAKAS, A.B., A.M., New Testament.

JAMES WILKINS, A.B., Systematic Theology.

ELMER HARRY ZAUGG, A.B., New Testament.

HISTORICAL STATEMENT

The Divinity School of the University of Chicago perpetuates the Baptist Union Theological Seminary, an institution originally established and still controlled by the corporation known as "The Baptist Theological Union located at Chicago." The institution was fully organized in 1867, and for twenty-five years enjoyed an uninterrupted prosperity. The number of students, attracted from all parts of the country, increased annually; able scholars were enrolled on the faculty of instruction; men of eminent business ability and large liberality managed the finances, and provided the buildings, libraries, and endowments.

When Mr. Rockefeller made his first subscription of \$1,000,000 to the University, he made it a condition of the gift that the Seminary should become the Divinity School of the University. In order to realize this condition he further stipulated that \$100,000 of his subscription should be used for the erection of a building for the Seminary on the University Campus, and that \$100,000 of it should be set apart for the further endowment of the Seminary. In keeping with these requirements Articles of Agreement were entered into between the boards of the two institutions by which the Theological Seminary became the Divinity School of the University of Chicago.

INFORMATION AND REGULATIONS

GENERAL INFORMATION

ORGANIZATION

The Divinity School includes—

1. *The Graduate Divinity School*, designed for college graduates.
2. *The English Theological Seminary*, offering a four years' prescribed curriculum in English subjects, consisting of resident courses in the Summer Quarter and non-resident correspondence courses in the other three quarters of the year.

FELLOWSHIPS, SCHOLARSHIPS, AND REMUNERATIVE RELIGIOUS WORK

1. *Fellowships.*—

1) The following Fellowships are available for students in the Graduate Divinity School:

a) The "Biblical Fellowship," yielding \$420 for one year, is assigned to that student who has spent not less than two years in residence at a theological school of approved standing, and who, in the judgment of the Faculty, has shown special proficiency in biblical subjects.

b) The "Historical Fellowship," yielding \$420 for one year, is assigned to that student who has spent not less than two years in residence at a theological school of approved standing, and who, in the judgment of the Faculty, has shown special proficiency in historical subjects.

c) The "Theological Fellowship," yielding \$420 for one year, is assigned to that student who has spent not less than two years in residence at a theological school of approved standing, and who, in the judgment of the Faculty, has shown special proficiency in theological subjects.

d) The "Drake Memorial Biblical Fellowship" of \$6,000, founded by Mrs. Caroline M. Drake, of St. Paul, Minn., the income to be used for the benefit of a Fellow in the Divinity School whose specialty is the study of the Sacred Scriptures.

NOTE.—The foregoing four Fellowships are, by direction of the founders, limited to Baptist students.

e) Five "Divinity School Fellowships," each yielding \$405 for one year, are assigned to students who have spent not less than two years in residence at a theological school of approved standing.

NOTE.—These five Fellowships are not limited to Baptist students.

f) Fellowships of various amounts are also assigned students who are registered in the Departments of Semitic Languages and Literatures, and Biblical and Patristic Greek, in the Graduate School of Arts and Literature.

2) *Service.*—In order to cultivate independence on the part of the student, and to obtain for him the advantage which proceeds from practical work, each student on a Fellowship is expected to render assistance of some kind in connection with the work of the Divinity School. This assistance consists, for the most part, in service as an instructor, or as assistant in reading class papers, or as assistant in the departmental library; but in no case will a student be expected, or allowed, to devote more than one-sixth of his time to such service.

3) *Outside work.*—During the time of appointment a Fellow may not have pastoral charge of a church or do outside work for pecuniary compensation without the special permission of the Faculty or the President.

4) *Quarterly report.*—The Fellow makes to the President, at the beginning of each quarter, a written report, indorsed by the head or acting head of his department, indicating the courses chosen by him as a student and the work assigned to him as an officer of the University for the current quarter and for the previous quarter.

5) *Method of application.*—Applications for a Fellowship should be addressed to the President of the University. Such application should be accompanied by: (a) A brief sketch of the life and work of the applicant; (b) a catalogue of the institution from which he has received his Bachelor's degree, with the courses in which he has studied marked; (c) a catalogue of the institution in which he has pursued his theological studies, with the courses in which he has studied marked; (d) any theses or papers of a scientific character which have been prepared by the applicant, whether printed or otherwise; (e) letters or testimonials from former instructors in regard to the applicant's ability in the particular line in which he applies for a Fellowship.

The annual assignment of Fellowships takes place during the first days of April, and *applications must be in the hands of the President on or before March 1.*

A blank form of application will be furnished by the Dean of the Divinity School.

2. Scholarships.—

The following Scholarships are available for students in the Graduate Divinity School:

1) The "Caleb Van Husean Scholarship" of \$2,000, endowed by the family of the late Caleb Van Husean, of Detroit, Mich., the income to be used for the benefit of a member of the Middle or Senior Class who gives unusual promise.

2) The "McClurg Scholarship" of \$2,000, founded by Miss Mary F. McClurg, of St. Paul, Minn., the income to be used for the benefit of one or more students of the Divinity School, graduates of Pillsbury Academy or students from the state of Minnesota to have the preference.

3) The "Edgecomb Sisters Memorial Fund" of \$2,000, the income to be used for the benefit of a theological student who gives evidence of future efficiency in the ministry.

4) The "Charles Miller Burchard Memorial Scholarship" of \$2,500, endowed by Mrs. H. M. Burchard, of Kankakee, Ill., the income to be used for the benefit of a theological student approved by the donor and the Faculty.

5) The "First Baptist Church Indianapolis Scholarship" of \$2,500, endowed by E. C. Atkins, of Indianapolis, Ind., the income to be used for the benefit of a theological student approved by the Faculty.

6) The "Daniel Volintine Memorial Scholarship" of \$2,500, endowed by Mrs. Sarah J. Volintine, of Aurora, Ill., the income to be used for the benefit of one or more theological students, approved by the donor and the Faculty.

7) The "Andrew MacLeish Scholarship" of \$3,000, endowed by Andrew MacLeish, of Chicago, Ill., the income to be used for the benefit of a theological student approved by the donor and the Faculty.

8) The "Mary A. Roundy Scholarships," two of \$3,000 each, the income to be used for the benefit of theological students approved by the Faculty.

9) The "Henry H. Hewitt" fund of \$3,000, the income to be used for worthy students, "who give promise of becoming efficient gospel preachers."

10) The "Alexa J. Gates" fund of \$10,000, the income to be used for the benefit of ministerial students.

NOTE.—Service in connection with some church or of some other sort will be required of those to whom these scholarships are assigned.

3. *Scholarship funds.*—In addition to the above the University has set aside the income from certain specific sources as a Divinity Scholarship Fund. The income from these sources is at present about \$12,000.

From all the above-named sources, and by the co-operation of the Northwestern Baptist Education Society, the Graduate Divinity School is able to offer to applicants of specified grade in classroom work Annual Scholarships varying from \$105 to \$305 a year (\$35 to \$100 a quarter). Service under the direction of the Committee on Practical Work for Students will be required of all those receiving more than the tuition voucher of \$35 a quarter. Detailed information as regards scholarships and funds can be obtained on application.

To applicants whose credentials are satisfactory, these scholarships and fellowships may be assigned before they come to the University. Students who desire to receive such aid are advised to make application in advance.

These scholarships cannot be assured to students who are present for the Summer Quarter only.

4. *The Milo P. Jewett Prize for Bible Reading.*—A prize of fifty dollars (\$50) is awarded annually to the student evincing the greatest ability in the reading of the Scriptures. Contestants must have not less than eighteen (18) or more than twenty-seven (27) majors of graduate Divinity credit. Application must be made to the Dean before May 1.

5. *The Northwestern Baptist Education Society.*—Students who are members of regular Baptist churches, and who have not had sufficient experience to supply a pulpit regularly, may receive assistance from the Northwestern Baptist Education Society on condition that they render some appointed service so arranged as not to interfere with their work in the classroom. The Society may also at its discretion loan without interest to worthy students, especially those who desire to devote their entire time and energy to study, an amount not exceeding \$100 a year, the same to be repaid in instalments after leaving the institution.

6. *Remunerative religious work.*—The Graduate Divinity School will aid approved students of satisfactory standing in their studies to earn at least \$200 during the academic year composed of the Autumn, Winter, and Spring Quarters. This guaranty is in addition to the tuition voucher of \$105, given to applicants who need the assistance and maintain the prescribed grade in scholarship.

1) *The religious work* open to students may be classified as follows: (1) *Preaching*, which may be engaged in to a limited extent, with the permission of the Dean, during residence and during regular or special vacations. There are frequent opportunities for supplying churches temporarily or regularly, in the city and surrounding towns, for which a reasonable compensation may be

expected; but such services can be rendered only by those who have had experience in preaching, and may be undertaken only under the direction of the Dean, and with the provision that it shall not occasion the absence of the student from any regular recitation or lecture. (2) *City mission, Young Men's Christian Association, pastoral assistance, and Sunday-school work.* (3) *Work in co-operation with charitable organizations.*

2) *Arrangements for preaching* or for religious work are made through the Dean and the Student-Secretary of the Divinity School.

3) *Further opportunities for self-help.*—In addition to the help which may be secured from participation in work of a religious character, students in the Divinity School may avail themselves of an employment bureau, conducted by the University for the aid of students desiring to earn money to assist them in defraying their expenses.

4) Remunerative work cannot be assured to students who are present during the Summer Quarter only. Assistance will be given in securing such work as may be available.

Correspondence regarding scholarships, aid from the Education Society, and remunerative religious work should be addressed to the Dean of the Divinity School.

EXPENSES

1. *Tuition.*—The fee for instruction (including incidental and library fees) is \$40.00 a quarter; except that in the Summer Quarter a merely nominal fee of \$5.00 a quarter, \$2.50 a term, is charged. To students entering the University for the first time there is a charge of \$5.00 as a matriculation fee. (See paragraph 3, *Scholarship funds*, above, for statement as to scholarships and tuition vouchers.)

2. *Room rent.*—By the gift of Mr. John D. Rockefeller, two Divinity halls, accommodating 140 students, have been erected upon the University grounds in which furnished rooms are rented to students regularly matriculated in the Divinity School at from \$8.00 to \$12.00 a quarter, this charge being intended to cover the expense of heat, light, and care of room. Rooms cannot be subrented, exchanged, or transferred, except by permission of the Cashier. Applications for rooms should be sent to the Cashier of the University. No rooms will be reserved except upon deposit of \$5.00. A fee of \$0.75 a quarter is charged for the laundry of bed-linen and towels in the dormitories.

The University has also in the neighborhood of the Divinity School a building providing six apartments, of four rooms each, intended for the use of married Divinity students. These apartments can be engaged on annual leases, but they may be sublet under certain conditions. They are unfurnished.

3. *Diploma and certificate fees.*—The charge for the diploma of the University is \$10.00, and for the certificate \$5.00.

4. *Payment of bills.*—All tuition and laboratory fees are due and payable on or before the first day of each quarter. Delay on the part of the student may be avoided by sending a check for the amount due to the Cashier, who will return a receipt at once. All fees are payable to the Cashier, Press Building, Room 1. Registration is not complete until all University bills are paid. Those who fail to meet this obligation within the first five days of the quarter are not regarded

as members of the University. After the fifth day, to secure membership in the University, the consent of the Dean and the payment of a fee of \$5.00 for late registration will be required.

5. *General expenses.*—In the University Commons the service is *à la carte* and board will cost from \$3.50 a week up. Board in clubs or private families can be obtained at \$3.00 and upward.

THE LIBRARIES

The University Libraries consist of the General Library and departmental libraries for the several departments, and contain in the aggregate approximately 431,544 volumes. The General Library is open to Divinity students, and the Divinity School has its own departmental library, located in Haskell Oriental Museum. By the completion of the William Rainey Harper Memorial Library, the Divinity Library is brought into immediate physical connection with the General Library of the University and with the Departmental Libraries of History, Philosophy, and Modern Languages.

Among the collections owned by the University, and of special value to the Divinity School, are the library of Professor E. W. Hengstenberg, late professor in the University of Berlin; that of Dr. George B. Ide; the Colwell Library of the American Bible Union, collected by Dr. T. J. Conant while prosecuting his work of translating the Bible, and said to be one of the finest translation collections in existence; these constituted the original library of the Baptist Union Theological Seminary. Large accessions are also being constantly made by purchase of books, especially for the departmental libraries of the Divinity School. The leading theological journals of Europe and America are also accessible to students.

The Public Library of the city of Chicago, the Newberry Library, and the Crerar Library, with their large and valuable collections, are within reach of Divinity students.

HASKELL AND BARROWS LECTURES

The University of Chicago has also foundations for the Haskell Lectures on Comparative Religion, to be given at the University, and the Barrows Lectures on Christianity, to be given in various centers in Asia. The lecturers on the latter foundation have been: John Henry Barrows, D.D., president of Oberlin University; Principal A. M. Fairbairn, of Mansfield College, Oxford; Charles Cuthbert Hall, president of Union Theological Seminary, and Professor Charles Richmond Henderson, of the University of Chicago. The Haskell lecturers have been: Karl Budde, of the University of Marburg; Duncan B. Macdonald, of Hartford Theological Seminary; J. M. DeGroot, of the University of Berlin; Morris Jastrow, Jr., of the University of Pennsylvania; Frans Cumont, Ph.D., of Brussels; A. V. Williams Jackson, of Columbia University; Maurice Bloomfield, of Johns Hopkins University; Carl Bezold, Ph.D., of Heidelberg University; Dr. Christian Snouck Hurgronje, of the University of Leiden; Masaharu Anesaki, of the Imperial University of Tokyo.

CHRISTIAN SETTLEMENTS

Experience in religious work in cities has shown the necessity of close study of various elements of urban population and their needs. Only by personal acquaintance on terms of friendship can students acquire an insight into the

spiritual life of people of various races, education, and economic interests. The Social Settlement has established its methods in the confidence of leaders in city churches. Students will find opportunity for gaining knowledge of such methods in the University of Chicago Settlement.

Attention of students is also called to the work outlined in the Departments of Practical Theology and Practical Sociology.

RELIGIOUS MEETINGS

Religious services.—The members of the Divinity School participate in the work, and attend the services of the religious organizations of the University: Divinity Chapel, Thursdays, 10:15 A.M.; Daily Prayer Service, 8:00 A.M.; Religious Address, Half-Hour, Tuesdays, 10:15 A.M.; Dormitory Prayer Meetings; Christian Union services, Sunday morning, and philanthropic work outside the University; the Y.M.C.A.; the Missionary Band; the Volunteer Band; the Evangelistic Band. Home and group prayer meetings are also held.

The University religious services on Sunday mornings afford opportunities to hear the leading preachers of the day.

GENERAL REGULATIONS OF THE DIVINITY SCHOOL

Besides the general regulations of the University, the following special regulations apply to the Divinity School:

1. *Purpose.*—The purpose of the Divinity School is primarily and chiefly to fit men to serve the Christian church in: (1) the pastorate; (2) the missionary field; (3) Christian teaching; (4) other Christian work.

2. *Constituency.*—The School is open without discrimination to students of all denominations. Women are admitted to the Divinity School upon equal terms with men.

3. *Credentials.*—A student entering the Divinity School is expected to present a ministerial license, or a certificate of ordination, or a statement from the church of which he is a member, or from a church official, approving his purpose to devote himself to the Christian ministry or other religious service.

4. *Admission, registration, and withdrawal* of students are subject to the general University regulations.

5. *Full and partial work of the student.*—Each student doing full work is expected to take three majors, or their equivalent, during each quarter. But—

1) A student may be permitted to take only two majors or their equivalent.

2) A student acting as pastor of a church is not permitted to take more than two majors a quarter, or their equivalent, except by permission of the Dean.

3) A student may, with the consent of the Dean and the instructor, register in a course as a visitor without credit, but he may not apply for credit therefor after the completion of the course. A student registering for a course as a visitor may change to regular registration not later than the middle of the course, with the consent of the Dean and the instructor.

6. *Absences.*—

1) It is expected that students will treat an engagement with an instructor as any other engagement, and the ordinary rules of courtesy apply in case of inability to fill an appointment.

2) Should the number of the student's absences in any case reach 25 per cent of the whole number of class exercises in that course, he will receive credit for only half of the course. Should the number of absences in any case reach 50 per cent, no credit will be given for the course.

7. *Public appearance of students.*—The same regulations apply to students in the Divinity School as to those under the Faculties of Arts, Literature, and Science.

8. *Libraries.*—The libraries of the Divinity School, including those of Semitic Languages and Comparative Religion, occupy rooms in the Haskell Oriental Museum. They are administered as a reference library, but students may draw books for use outside the library under certain restrictions.

9. *Physical culture.*—Students of the Divinity School have the same privileges in the Gymnasium as other students of the University of Chicago. The gymnasium classes, locker-rooms, swimming-pool, and all the athletic privileges of the University are open to them, subject to the same requirements as apply to other members of the University. Basket-ball is a feature of Divinity School athletics. Two series, or schedules, are made up each season: one is the inter-theological seminary schedule of different seminaries in the city, and the other the inter-class and inter-departmental series. Aside from this, they have the inter-hall and all-University tennis tournaments and the inter-hall baseball tournaments in which they may take part.

Instruction is given in applying methods of play and athletics to work with young people.

SPECIAL REGULATIONS OF THE GRADUATE DIVINITY SCHOOL

Besides the general regulations of the University and the Divinity School, the following special regulations apply to the Graduate Divinity School:

1. *Admission.*—

1) Registration in the Graduate Divinity School is in general subject to the same requirements as apply to the Graduate School of Arts and Literature.

2) *Candidates for a degree.*—Candidates for a degree in the Graduate Divinity School are required to possess a Bachelor's degree, equivalent to that given by the University of Chicago.

3) *Unclassified students.*—Unclassified students of sufficient maturity may be admitted to the courses of instruction without examination, provided that they can give evidence to the Dean and the particular instructor under whom they desire to study that they are prepared to undertake the proposed subject or subjects. In general such students must have had a considerable portion of a college course.

4) *Students under other faculties.*—(a) All the departments of the Divinity School are open to graduate and Senior College students, the particular courses offered being determined by each department; (b) Senior College students intending to enter religious work as a vocation, who have completed 9 majors of Senior College work, are permitted to elect the 9 remaining majors in the Graduate Divinity School, and the majors so elected are credited toward the D.B. degree.

5) *Admission to advanced standing.*—Students coming from approved theological schools receive credit for work already done up to 18 majors. No advanced

standing will be given for any courses except those given by theological faculties or those which would be credited by approved institutions for their graduate degrees.

6) *Medical missionaries*.—Special arrangements may be made in the case of graduate students preparing for work as medical missionaries.

2. *Degrees conferred*.—The Graduate Divinity School offers courses leading to the degrees of A.M., D.B., and Ph.D. The 18 vocational majors of the curriculum must be taken by all candidates for the D.B. and Ph.D. degrees.

THE CURRICULUM OF THE GRADUATE DIVINITY SCHOOL

The Divinity School endeavors to shape its curriculum in such a way as to prepare men for efficiency in religious leadership. In this leadership four chief fields are recognized as demanding specific preparation: the pastorate, foreign missions, religious education, social service. In addition to preparing for these four fields, the Graduate Divinity School prepares men to be specialists in the various fields of theological discipline. Its graduates who have thus specialized are now widely located in theological seminaries and colleges.

1. *Studies leading to the Ph.D. degree*.—The Divinity School offers a very large opportunity for specialized work in various departments. The courses to be taken by candidates for this degree will be determined by the department in which the students work, and such students are referred to the regulations governing the Ph.D. degree on p. 116.

2. *The general plan of the curriculum leading to the D.B. degree*.—The general plan of the curriculum is determined by the *efficiency* demanded by the church of its leaders. This efficiency involves (1) broad training in methods of church work, (2) a knowledge of social and psychological principles, the truths of Christianity as set forth in the Bible, and the history of religious institutions and thought, and (3) individual specialization.

a) *The curriculum thus includes eighteen prescribed "vocational majors,"* and a year of elective work under direction and advice calculated to prepare each individual student for the particular type of religious activity to which he purposes to devote himself. For this third year each department provides "sequence majors."

NOTE 1.—*Work in Public Speaking and Music*.—All candidates for the D.B. degree are required to take one hour a week during three quarters in Public Speaking and one hour a week during two quarters in Music. These courses do not give academic credit and should be taken in the first year of residence in the School.

NOTE 2.—*Observation and study of churches, institutions, settlements, etc.*—All students are required to give one session a week during one quarter to such visitation and study under the direction of the Department of Practical Sociology.

b) *Election of field of work, department of study, and degree*.—When the student has completed at least 9 prescribed majors, in which he gains a general knowledge of the field of theological study, he should determine, provisionally, in what department of the great field of Christian ministry he expects to do his future work, and what line of study he wishes to emphasize in preparing for such work. Accordingly, he submits to the Faculty for approval a written statement indicating—

1) His selection of one of the following fields of future work: (a) the pastorate, (b) religious education, (c) social service, (d) foreign missionary work.

2) One of the following departments as that of his principal subject (except in the case of those students planning to enter foreign missionary work): (a) Old Testament, (b) New Testament, (c) Church History, (d) Systematic Theology, (e) Practical Theology, (f) Practical Sociology.

3) A professor in the department in which he has chosen his principal subject, as his adviser, under whose direction he does his subsequent work.

c) *The student's work in his third year of residence* includes: 3 sequence majors in his principal department; 6 majors under the direction of his adviser. These 6 majors need not be in any one department.

THE CURRICULUM

GROUP I. PREPARATION FOR THE PASTORATE

I. FIRST YEAR

<i>Autumn Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
O.T. 80 Beginnings of Old Testament Literature and History	O.T. 81 History and Prophecy	O.T. 82 History and Judaism
C.H. 1 The Ancient Church	C.H. 2 The Reformation	C.H. 3 The Modern Period
P.S. 53 The Church and Society	P.T. 30 Principles of Religious Education	P.T. 20 The Organisation of the Church
Practice in Observation	Practice in Music	Practice in Music
Public Speaking	Public Speaking	Public Speaking

II. SECOND YEAR

N.T. 1 Beginnings of Christianity I	N.T. 2 Beginnings of Christianity II	N.T. 71 The Teaching of Jesus
S.T. 1 Systematic Theology I	S.T. 2 Systematic Theology II	S.T. 3 Systematic Theology III
P.T. 1 The Theory of Preaching	P.T. 2 The Preparation and Delivery of Sermons (In co-operation with the Department of Public Speaking)	P.S. 54 Problems and Methods of Church Expansion

ALTERNATIVE VOCATIONAL MAJORS

Three majors in Hebrew may be substituted for the prescribed majors in Old Testament.

NOTE 1.—Students choosing Comparative Religion as their principal department may have 3 of the "prescribed majors" designated by and regarded as belonging to that department.

NOTE 2.—Students may take Practical Theology 1 and 2 in their first year by exchange with Practical Sociology 53 and Practical Theology 30.

III. THIRD YEAR

In his third year of residence the student will choose 3 sequence majors in a principal department and 6 other majors under his adviser.

GROUP II. PREPARATION FOR THE FOREIGN MISSION FIELD

Committee on Direction of Missionary Preparation

ERNEST D. BURTON, Chairman

FRED MERRIFIELD, Adviser

FIRST YEAR

<i>Autumn Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
O.T. 80 Beginnings of Old Testament Literature and History	O.T. 81 History and Prophecy	O.T. 82 History and Judaism
C.H. 1 The Ancient Church	C.H. 2 The Reformation	C.H. 3 The Modern Period
P.S. 63 The Church and Society	P.T. 30 Principles of Religious Education	P.S. 70 Problems and Methods of Church Expansion
Practice in Observation Public Speaking	Practice in Music Public Speaking	Practice in Music Public Speaking

SECOND YEAR

N.T. 1 Beginnings of Christianity I	N.T. 2 Beginnings of Christianity II	N.T. 71 The Teaching of Jesus
S.T. 1 Systematic Theology I	S.T. 2 Systematic Theology II	S.T. 3 Systematic Theology III
C.H. 63A Introduction to the History of Christian Missions	C.H. 63B Christian Missions at the Opening of the Twentieth Century	Course to be recommended by the group adviser

THIRD YEAR

In his third year the student will, in consultation with the Committee on Direction of Missionary Preparation, select 9 majors from the following list:

1. Educational Psychology, IB-66.
2. Psychology of Religion, IA-19.
3. The Philosophy of Religion, VII-10 or 11.
4. Outline History of Religion, VII-15.
5. The Mind of the Oriental, VI-32.
6. Isaiah, XLI-60 or 61.
7. The Psalter, XLI-64, or other course in Old Testament Interpretation.
8. The Greek of the New Testament, XLII-41.
9. The Gospel of Matthew, XLII-51, or other course in New Testament Interpretation.
10. The Greco-Roman World in the First Century, XLII-3.
11. Early Christianity and Contemporary Religions, XLII-70.
12. The Church in the Roman Empire, XLV-4.
13. Outline Course in Apologetics, XLIV-49.
14. Theological Encyclopedia and Methodology, XLIV-30.
15. The History of Missions in India, XLV-63C.
16. The History of Missions in China, XLV-63D, or other course in the History of Missions.
17. Sanskrit, X-10, 11.
18. The Religions of India, X-14.
19. Arabic, XLI-200.
20. Mohammedanism, XLI-230.
21. The Elements of International Law, III-41.
22. Introduction to Phonetics, XIII-41.

The Board of Missionary Preparation, created by and representing the Foreign Missionary Societies of the United States and Canada, recommends students preparing for regular foreign missionary service to include in their course the following studies in substantially the following proportions and amounts: The historical and interpretative study of the Old Testament, 4 majors; the historical and interpretative study of the New Testament, 4 majors; church history, especially of early Christianity in relation to other religions, 4 majors; systematic theology, 4 majors; apologetics, 1 major; the effective presentation of the Christian message, 2 majors; the historical and comparative study of church organization and activity, 1 major; the history, philosophy, and psychology of religion, 2 majors; principles of religious education, 2 majors; the history of missions, especially the modern period, accompanied by reading in the biographies of missionaries, 2 majors; principles and methods of Christian missions, 1 major; phonetics and the scientific method of language study, 1 major. This recommendation of the Board can be approximately complied with by adding to the work prescribed for the first two years 9 majors selected from the foregoing list of twenty-two courses.

In accordance with the further counsel of the Board of Missionary Preparation that candidates for foreign missionary service should base their study of the Bible on the original languages, all such students are advised, in addition to the prescribed courses in the New Testament (XLII-1, 2, and 71) to elect the course in New Testament Greek (XLII-41) and to follow it by at least one exegetical course in the New Testament, and if practicable, in addition to the required courses in the Old Testament (XLI-80, 81, 82), to take two or three majors in Hebrew (XLI-1, 2, 3) and to follow these by at least one exegetical course on the Old Testament. This can usually be accomplished by the addition of one Summer Quarter to the nine quarters required for the D.B. degree.

Students who are able to spend a longer period in preparation for service will find ample opportunity for election of courses adapted to their special needs.

Students whose collegiate course failed to include any of the following studies: (1) a modern language additional to the student's mother-tongue; (2) Greek; (3) general psychology; (4) educational psychology or principles of education; (5) general history or the history of civilization; (6) history of philosophy; (7) human society and the laws of its organization; (8) social and religious survey of the world; (9) economics; (10) some physical or biological science, are recommended by the Board of Missionary Preparation to take the omitted studies later. Opportunity to do this is afforded in accordance with section 3 of the conditions for the D.B. degree (p. 359).

Students preparing to be medical missionaries, who are eligible for matriculation in the Graduate Divinity School, may arrange to take the first two years of their medical preparation at the University. Such of these students as may need assistance in the way of tuition should write to the Dean of the Divinity School.

All candidates for the D.B. degree are required to take a general course in Missions, viz., Practical Sociology 70, Problems and Methods of Church Expansion. They may elect additional courses (see XLV-63 A, B, C, XLVII-70, 101, 102) in accordance with the general rule 3c above (p. 355).

GROUP III. PREPARATION FOR RELIGIOUS EDUCATION

THEODORE G. SOARES, Adviser

FIRST YEAR		
<i>Autumn Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
O.T. 80 Beginnings of Old Testament Literature and History	O.T. 81 History and Prophecy	O.T. 82 History and Judaism
O.H. 1 The Ancient Church	O.H. 2 The Reformation	O.H. 3 The Modern Period
P.S. 53 The Church and Society	P.T. 30 Principles of Religious Education	P.S. 70 Problems and Methods of Church Expansion
Practice in Observation Public Speaking	Practice in Music Public Speaking	Practice in Music Public Speaking

SECOND YEAR		
N.T. 1 Beginnings of Christianity I	N.T. 2 Beginnings of Christianity II	N.T. 71 The Teaching of Jesus
S.T. 1 Systematic Theology I	S.T. 2 Systematic Theology II	S.T. 3 Systematic Theology III
IB 87 Principles of Method for High-School Teachers	P.T. 21 The Church and the Young People	IB 80 Advanced Educational Psychology

THIRD YEAR

The student will take courses under the direction of his adviser from those listed in the Department of Practical Theology as approved in the field of Religious Education. The following are particularly important: Religion and Play; The Organization of Religious Education; The Materials of Religious Education; Psychology of Religion; Social Psychology; Moral Education; Advanced Child Study; Genetic Psychology. As far as possible, the student will be given practice work in Sunday schools and other agencies of religious education.

GROUP IV. PREPARATION FOR SOCIAL SERVICE

†CHARLES R. HENDERSON, Adviser

FIRST YEAR		
<i>Autumn Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
O.T. 80 Beginnings of Old Testament Literature and History	O.T. 81 History and Prophecy	O.T. 82 History and Judaism
O.H. 1 The Ancient Church	O.H. 2 The Reformation	O.H. 3 The Modern Period
P.S. 53 The Church and Society	P.T. 30 Principles of Religious Education	P.S. 70 Problems and Methods of Church Expansion
Practice in Observation Public Speaking	Practice in Music Public Speaking	Practice in Music Public Speaking

SECOND YEAR		
N.T. 1 Beginnings of Christianity I	N.T. 2 Beginnings of Christianity II	N.T. 71 The Teaching of Jesus
S.T. 1 Systematic Theology I	S.T. 2 Systematic Theology II	S.T. 3 Systematic Theology III
P.S. 5 The Family	P.S. 52 Evolution of Philanthropy	P.S. 58 Organization and Administration of Charities

† Deceased.

THIRD YEAR

The student will take courses under the direction of the Department of Practical Sociology in such departments of the University as may particularly prepare him for the field of social service which he plans to enter. The more important of such fields are in connection with charity organizations, settlements, institutional churches, the Young Men's Christian Association, reformatories, and recreative centers.

DEGREES IN THE GRADUATE DIVINITY SCHOOL

I. MASTER OF ARTS

Candidates for the degree of A.M. are recommended by the Divinity Faculty to the Faculties of the Graduate School of Arts, Literature, and Science, and are subject to the general regulations governing the granting of the degree. See p. 115.

II. BACHELOR OF DIVINITY

1) Twenty-seven graduate majors are required for the degree of D.B. Candidates must have received a Bachelor's degree equivalent to that given by the University of Chicago, and in general must fulfil the requirements stated under "The Curriculum" above (p. 354).

Of the 27 majors thus required not less than 18 must have been pursued in residence at a theological school of high standing, and the remainder in accordance with the general regulations for non-resident work. Of the total 27 not less than 9 must have been pursued in residence at the University.

2) All candidates for the D.B. degree are required to take at least one seminar course.

3) With the approval of the Dean, a student in the Divinity School may pursue studies in any department of the University. But no student may do more than one-third of his work in any given quarter in non-Divinity courses; provided, however, (1) that a student who has been accepted as a candidate for the Ph.D. degree may pursue such courses in the department of the Graduate School closely related to that department of the Divinity School in which his principal work is done, as the head of that department may, in a written statement to the Dean, recommend and accept as done in the principal department; and (2) that students who have completed the 18 prescribed majors and have been recognized as selecting Religious Education or Practical Sociology as their principal department may elect such non-Divinity courses as are specified by those departments as required for a degree.

NOTE.—All Graduate courses offered by members of the Divinity Conference are for the purposes of this regulation reckoned as Divinity courses. These courses are printed in the quarterly *Time Schedules* under the head "Courses Offered by the Faculty of the Divinity School."

4) A student who has fulfilled the requirements for the degree of D.B. may receive the degree at the Convocation at which he receives another degree from the University without further conditions of residence or interval of time; provided that this shall not be construed as modifying the existing regulations governing the granting of degrees other than D.B. or the crediting of the same work for two degrees.

5) Graduates of other theological schools must, in order to receive the degree of D.B. from this University, after matriculation select a principal subject, and

continue in residence not less than three quarters. Such students must (a) take such of the prescribed majors as they have not already covered, and (b) accomplish the remainder of a year's work (9 majors) under the direction of the department in which the principal subject lies.

6) *Admission to candidacy.*—Blanks for application may be obtained in the office of the Dean. Students must be admitted to candidacy at least two months before their final examinations.

7) *Thesis.*—The candidate for the degree of D.B. is required to prepare a thesis upon some subject in a Divinity department. The subject must be submitted for approval, to the department to which it pertains, not later than the quarter preceding that in which the student is admitted to candidacy. The thesis itself must be submitted in written form at least three weeks before the date of the final examination, and, after final criticism, in typewritten form, upon the thesis paper prescribed by the University, at or before the final examination. Any exception to the foregoing rules of time limit will be permitted only on recommendation of the department concerned. The student is permitted to offer in a developed form a thesis already presented in his regular class work. Accepted theses become the property of the University.

The degree will be recommended only after two bound, printed or typewritten, copies of the thesis of the candidate have been deposited with the Librarian of the University.

8) *Final examination.*—The student must present for examination at least 9 majors, approved by his principal department, 6 of which must be within that department. These examinations may be written or oral, subject to regulations which may be found on file in the office of the Dean of the Divinity School.

9) *Non-resident work.*—After being admitted, the student will be permitted to substitute for resident work non-resident work, provided that: (1) The non-resident work to be offered shall be performed under the direction of a professor or instructor of the University Extension Division of the University, and shall be a full equivalent in amount and character of that for which it is substituted. (2) A satisfactory examination shall be passed upon the same at the University. (3) Not more than 9 majors of non-resident work may be offered for the degree of D.B. and in no case will that degree be given unless the candidate has been in residence in the Graduate Divinity School at least three quarters and has completed at least 9 resident majors.

III. DOCTOR OF PHILOSOPHY

1) In order to be recommended by the Divinity Faculty to the Faculties of the Graduate Schools of Arts, Literature, and Science, the candidate must have completed a Bachelor's course equivalent to that required for the Bachelor's degree in the University of Chicago, and in all other respects have met the requirements for the degree as formulated by the Graduate Faculties of Arts, Literature, and Science.

2) He must have completed 18 majors in theological study, distributed as stated in "The Curriculum" above (p. 354).

3) He must have a reading knowledge of French and German, a good command of literary expression, and such knowledge of subjects considered

fundamental as may be prescribed by the individual departments. Examination in French and German must be taken at least one year before the final examination.

4) Having made the elections indicated in "The Curriculum" above, which in this case must include also the selection of a secondary department (which may be either in the Divinity School or in the Graduate Schools of Arts, Literature, and Science), and having passed examinations in French and German, and having been by vote of the Divinity Faculty recommended to the Graduate Faculties of Arts, Literature, and Science, at least nine months before his final examinations, and by that Faculty accepted as a candidate for the degree of Ph.D., he must continue in residence till the total period has amounted to not less than twelve quarters, and until he has accomplished work equivalent to at least 36 majors. The amount of work required in his principal and secondary departments will be determined by such departments, subject to the general requirements of the Ph.D. degree as fixed by the Graduate Faculties of Arts, Literature, and Science.

Graduates of other theological schools receive credit for work done in those schools, to the extent of 18 majors, but must in all cases know the ground of the 18 prescribed majors before being recommended to candidacy.

Of the four years thus required as a minimum for the degree of Ph.D., not less than three must have been spent in residence at a theological school of recognized high standing, and the last two at the University of Chicago.

REMARKS.—(1) The candidate for the degree of Ph.D. is permitted to take the degree of A.M. or D.B. when he shall have met the requirements of such degrees. (2) The student who has taken the degree of A.M. or D.B., and who is thereupon accepted as a candidate for the degree of Ph.D., may, with the consent of the departments, offer toward the latter degree the work he has already done in the departments which he chooses for his principal and secondary subjects.

5) *Thesis and final examination.*—Each student is required to prepare a thesis upon some question connected with his principal subject and to pass a final examination. For further regulations respecting these see pp. 117–119.

REMARKS.—The degree of *Doctor of Philosophy* is given, not on the basis of the completion of a certain amount of time spent upon a specified program, but as the recognition and mark of high attainments and ability in the candidate's chosen province, shown, first, by the production of a thesis evincing the power of independent investigation and forming an actual contribution to existing knowledge; and, secondly, by the passing of examinations covering the general field of the candidate's subjects, with more minuteness in the case of the principal subject, with less minuteness in the case of the secondary subject or subjects.

DEGREES IN THE GRADUATE SCHOOL OF ARTS AND LITERATURE

Several departments of instruction are common to the Divinity School and to the Graduate School of Arts and Literature; others in the latter school are closely related to the work of the Divinity School; and all higher non-professional degrees are conferred on the recommendation of the Faculty of the Graduate School of Arts and Literature. The regulations concerning such higher degrees conferred by the Faculty will be found on pp. 115–117 of this *Register*.

THE ENGLISH THEOLOGICAL SEMINARY

Besides the general regulations of the University and the regulations of the Divinity School, the following information and special regulations apply to the English Theological Seminary.

GENERAL INFORMATION

1. The English Theological Seminary is open to pastors of churches, to approved students for the ministry, and to mature men and women who, with the commendation of their churches, propose to devote their lives to religious work.

2. In view of the short time of resident study, the Education Society does not undertake to render financial aid. Assistance will be given in securing such remunerative service as may be available, though the University authorities are strongly of the opinion that the student ought to devote his entire time and strength to the work of the Seminary.

3. The expenses for a summer's residence are an incidental fee of \$2.50 a quarter, a library fee of \$2.50 a quarter, and a matriculation fee of \$5.00. The Divinity Halls (dormitories) accommodate 140 students. The rooms are furnished and are rented at from \$8.00 to \$12.00 a quarter. Students may secure board in the University Commons for \$3.50 a week and upward, and in private families for \$3.00 a week and upward.

4. The expense for the non-resident correspondence courses is \$3.00 for each course.

For courses in the English Theological Seminary see p. 388.

REGULATIONS

1. *Purposes.*—The English Theological Seminary is intended to meet the needs of students who have not secured the advantages of a collegiate education. Pastors who are neither college nor divinity-school graduates, approved candidates for the ministry whose scholastic training is deficient, and men and women who, with the commendation of their churches, propose to devote their lives to religious work are admitted to the English Theological Seminary.

2. Resident courses are offered in the Summer Quarter only.

3. Non-resident courses, continuing those of the Summer Quarter, are offered for the Autumn, Winter, and Spring Quarters. These are so arranged as to supplement the resident work, and in such a manner that the student is able to complete, during the thirty-six weeks of non-residence, an amount of work equivalent to that accomplished in the twelve weeks of residence. Examinations upon the non-resident work are offered at the University at the beginning of the Summer Quarter. (Special circulars explaining the correspondence-study work will be sent on application.)

4. The curriculum of the Seminary thus includes four years of continuous work, namely, four Summer Quarters in residence and twelve quarters in absence.

5. Of the 24 majors thus required, 6 may be taken in subjects preparatory to the theological curriculum, namely, Rhetoric, Logic, Psychology, History, Evidences of Christianity, and Ethics.

6. A student may prolong his course either by residing at the University one term during any particular Summer Quarter, instead of the whole quarter, or by taking a smaller number of subjects while absent from the University.

7. A certificate of graduation in English will be granted to each student who (1) completes 24 majors according to the conditions named above, not more than one-half of them being taken in absence; (2) presents a satisfactory thesis upon a subject approved by the professor to whose department it pertains; the subject must be selected and approved at least six months before the date of the

final examination; and the thesis itself must be submitted and approved six weeks before the date of final examination; and when approved it will become the property of the University; (3) passes a satisfactory final examination in addition to the regular course examinations.

MEMORANDUM OF AGREEMENT BETWEEN AFFILIATED THEOLOGICAL SEMINARIES AND THE UNIVERSITY OF CHICAGO

The Board of Trustees of the University of Chicago has adopted the following basis for the affiliation of theological seminaries with the University.

A theological seminary may become affiliated with the University of Chicago under the following conditions:

1. *General character of affiliation.*—

1) A theological seminary may be affiliated with the University of Chicago on condition that its standard of scholarship and quality of teaching are approved and shall thereafter continue to be subject to approval by the Faculty of the Graduate Divinity School of the University of Chicago.

2) Affiliated seminaries shall maintain their autonomy and power to grant degrees, appoint instructors, and control their property.

2. *Faculties of affiliated seminaries.*—

1) The names of the members of the faculty of each affiliated seminary shall be printed in the *Register* of the University of Chicago under the name of the seminary—such name of the seminary standing under the general caption, "Faculties of Affiliated Theological Seminaries."

2) An individual member of a faculty of an affiliated seminary may be appointed a member of a department of the University of Chicago; only when so appointed shall he become a member of a Faculty of the University.

3. *Courses given by the faculties of the affiliated seminaries and the Graduate Divinity School.*—

1) Students of affiliated seminaries who meet the requirements for entrance to the Graduate Divinity School of the University of Chicago may be matriculated and registered in said school under the same conditions as students of that school.

2) Students of the Graduate Divinity School of the University of Chicago may register for courses in the affiliated seminary on the same conditions as the students of the affiliated seminary.

3) Credit for courses taken by students of affiliated seminaries in the Graduate Divinity School of the University, or by students of the Divinity School in the affiliated seminaries, shall be given toward the degree of each institution in accordance with the regulations governing the conferring of its degree by such institution. In administering this article of agreement, each institution may indicate the list of courses given by the faculty of the other for which it will give credit toward its degree without further examination.

4) Students of affiliated seminaries who desire the D.B. degree from the Graduate Divinity School of the University of Chicago may receive such degree after matriculation and registration, in accordance with the general regulations governing the granting of degrees in the Divinity School; it being understood that at least one year (i.e., nine majors) of actual residence in the Graduate Divinity School shall be a prerequisite for such a degree.

4. *Courses given by the faculties of Arts, Literature, and Science.*—

1) Students of affiliated seminaries may be admitted to courses given by members of the Faculties of Arts, Literature, and Science, under the following conditions:

a) Such students as are registered in the Graduate Divinity School of the University of Chicago may enter those courses in accordance with the conditions and precedents pertaining to and maintained by the Graduate Divinity School of the University of Chicago, and,

b) Students who are not matriculated and registered in the Graduate Divinity School of the University of Chicago shall pay tuition to the University of

Chicago for courses given by the Faculties of Arts, Literature, and Science under the same conditions as other students in the Graduate Schools and Colleges.

2) Students of affiliated seminaries who wish to acquire the A.B., Ph.B., or S.B. degree from the University of Chicago shall conform to the regulations governing the conferring of such degrees.

3) Students of affiliated seminaries who desire the A.M. and Ph.D. degrees from the University of Chicago may be matriculated and registered in the Graduate Divinity School of the University of Chicago and receive the degree in accordance with the regulations of the Graduate Divinity School and the Graduate School of Arts, Literature, and Science.

5. *Miscellaneous.*—

1) Students of affiliated theological seminaries may occupy rooms in the dormitories or enjoy other privileges of the Graduate Divinity School of the University of Chicago, provided they are matriculated and registered in the Graduate Divinity School.

2) The University of Chicago will provide, without cost, temporary classrooms for affiliated schools, in so far as arrangements are practicable and necessary.

3) The libraries of the affiliated seminaries, if it be so desired, and there be available space, will be temporarily housed, without cost, in the buildings of the University of Chicago in a separate section or room, the cost of maintenance and administration of such libraries to be borne by the affiliated seminary.

4) The officers and students of affiliated seminaries shall have the privileges of students of the University of Chicago in respect to the use of libraries, museums, and gymnasiums of the University of Chicago; and, in like manner, the officers and students of the University of Chicago shall have the privileges of the libraries and museums of affiliated seminaries.

6. *Severance.*—The agreement of affiliation may be severed by the wish of either party thereto upon one year's notice.

On the foregoing basis the Chicago Theological Seminary has entered into affiliation with the University.

MEMORANDUM OF AGREEMENT BETWEEN THE DIVINITY HOUSES OF THE UNIVERSITY OF CHICAGO AND THE UNIVERSITY OF CHICAGO

First. The Divinity House (in each case) of the University of Chicago hereby agrees to build one or more halls at some point in proximity to the grounds of the University of Chicago, to be called by name or names hereafter to be agreed upon by the parties to this contract, it being understood that the hall or halls shall be used as a home for students of these denominations attending the University of Chicago; it being further understood that the grounds and halls shall be the sole and exclusive property of said Divinity House of the University of Chicago.

Second. The University of Chicago hereby agrees to furnish to the students of said House all the privileges of the University on the same terms as to the students living in the houses of the University itself, it being further understood that students pursuing courses of theological studies shall be admitted in accordance with the regulations governing the Divinity School, and that said students, after having completed the courses of study laid down by the University, shall receive the proper recognition of such work in the form of appropriate degrees.

Third. It is mutually agreed that the Divinity House of the University of Chicago shall have the privilege of nominating one or more instructors or officers, who shall be given general charge of their said hall or halls and of students residing therein; provided said instructors or officers shall be elected by the Board of Trustees of the University of Chicago; it being understood: (1) That the officers of the House shall be recognized as members of the University of Chicago; shall be invited to confer with the Divinity Faculty of the University on questions which relate exclusively to the interests of the House or its members, and upon

such questions only; and that the House shall be represented in the University Council by its principal officer, who shall be called Dean. (2) That the officers of the House shall give instruction in connection with the department or departments of the University designated at the time of their election, which instruction shall be accepted of students in lieu of other similar instruction offered by the University in accordance with the regulations of the Divinity School. (3) That the support and maintenance of such officers and instructors shall be provided by the Divinity House of the University of Chicago; it being understood that the University of Chicago shall have no financial responsibility in connection with said House, its officers, or teachers.

The Disciples' Divinity House, the Ryder (Universalist) Divinity House, and the Norwegian Baptist Divinity House are in operation at the University under the terms of this agreement.

XLI. THE DEPARTMENT OF OLD TESTAMENT LITERATURE AND INTERPRETATION

XLII. THE DEPARTMENT OF NEW TESTAMENT AND EARLY CHRISTIAN LITERATURE

For Departments XLI and XLII see respectively Department VIII (Oriental Languages and Literatures), p. 187, and Department IX (New Testament and Early Christian Literature), p. 199.

XLIV. THE DEPARTMENT OF SYSTEMATIC THEOLOGY

OFFICERS OF INSTRUCTION

SHAILER MATHEWS, A.M., D.D., LL.D., Professor of Historical and Comparative Theology.

GERALD BIRNEY SMITH, A.M., D.D., Professor of Christian Theology.

GEORGE NYE BOARDMAN, D.D., LL.D., Professor Emeritus of Systematic Theology, Chicago Theological Seminary.

CLARENCE AUGUSTINE BECKWITH, D.D., Illinois Professor of Systematic Theology, Chicago Theological Seminary.

FELLOWS, 1915-16

ERNEST ERNSHAL SAYLES, A.B., Th.B. JAMES WILKINS, A.B.

INTRODUCTORY

The aim of the Department of Systematic Theology is to set forth and to vindicate both the content of the knowledge which accrues to Christian faith and those moral relations which are a necessary expression of that faith. This task is prosecuted on the basis of the historical sources of the Christian religion and with due consideration of the historic expressions of Christian belief. It will thus appear that the historical sciences of biblical theology and of biblical ethics as well as of the history of dogma are the indispensable presuppositions of the normative sciences of Christian dogmatics and of Christian ethics. The

instruction in the Department has both a scientific and a religious end; the former to promote the understanding of theological problems, the latter to train ministers for efficient service in the church.

REQUIREMENTS FOR DEGREES OF D.B. AND PH.D.

1. As prerequisite to acceptance as a candidate for a degree, eighteen majors of theological study must have been completed, three of which shall have been in the Department of Systematic Theology.

2. The three prescribed courses in Systematic Theology are: 1 (Systematic Theology I), 2 (Systematic Theology II), 3 (Systematic Theology III). These courses are so arranged as to give the student a consecutive training in Christian doctrine.

The sequence courses are 4, 9, 13, 14, 15, 51, 52, 53.

3. In addition to the general regulations the candidate for the degree of Ph.D. must meet the following prerequisites: (a) A general knowledge of the History of Philosophy; (b) course 15 in the Department of Comparative Religion, or its equivalent.

The degree will be granted only to those who in addition have taken such courses as may be prescribed by the Department of Systematic Theology. The precise number of majors cannot be stated in advance, but it must be at least twelve, including the three prescribed majors. The degree is granted to those who give evidence of high scholarly attainments and ability to conduct independent theological research.

COURSES OF INSTRUCTION

PREScribed COURSES

(For particulars as to these courses see the full list below.)

1. **Systematic Theology I.**—Mj. Summer, 1915, Autumn, 1915, 1916, 1917.
2. **Systematic Theology II.**—Mj. Winter, 1915, 1916, 1917.
3. **Systematic Theology III.**—Mj. Spring, 1915, 1916, 1917.

I. HISTORICAL THEOLOGY

GROUP I. GENERAL

4. **Outline of the History of Doctrine.**—A general course in the development of Christian thought since the New Testament times. Mj. Autumn, 1915, PROFESSOR MATHEWS.

4A. **Outline Course in Comparative Theology.**—A comparative survey of the typical theologies. Mj. Winter, 1916, PROFESSOR MATHEWS.

6. **Types of Contemporary Theology.**—Mj. Winter, 1915, PROFESSOR SMITH.

GROUP II. SPECIAL

10. **Christian Origins: The Formative Concepts of Christian Theology.**—I. Those derived from Judaism. Special attention will be paid the concepts drawn from messianism. M. Summer, 1914, PROFESSOR MATHEWS.

11. **Christian Origins: The Formative Concepts of Christian Theology.**—II. Those derived from Greco-Roman philosophy, especially from Stoicism, Platonism, and the mysteries. M. Summer, First Term, 1915, PROFESSOR MATHEWS.

13. **The History of Dogma I.**—The Patristic Period. Mj. Autumn, 1914, 1916, PROFESSOR MATHEWS.

14. *The History of Dogma II.—The Scholastic Period.* Mj. Winter, 1915, PROFESSOR BECKWITH (Chicago Theological Seminary); Winter, 1917, PROFESSOR MATHEWS.

15. *The History of Dogma III.—The Reformation and Modern Period.* Mj. Spring, 1915, 1917, PROFESSOR MATHEWS.

16. *The Theology of Schleiermacher.*—Mj. Autumn, 1917, PROFESSOR BECKWITH (Chicago Theological Seminary).

20. *The History of the Idea of God.*—Mj. Autumn, 1915, PROFESSOR MATHEWS.

21. *The History of the Doctrine of Atonement.*—Mj. Autumn, 1914, PROFESSOR MATHEWS.

24. *The History of the Doctrine of Justification.*—Mj. Autumn, 1916, PROFESSOR MATHEWS.

25. *The History of the Doctrine of Salvation.*—Mj. Winter, 1915, PROFESSOR BECKWITH (Chicago Theological Seminary).

II. CONSTRUCTIVE THEOLOGY

GROUP I. GENERAL

1. *Systematic Theology I.—Introduction*, discussing the task and the method of systematic theology; the Christian doctrine of God. A prescribed course. Mj. Summer, 1914, 1915, PROFESSORS MATHEWS AND SMITH; Autumn, 1914, 1916, PROFESSOR SMITH; Autumn, 1915, PROFESSOR MATHEWS AND PROFESSOR BECKWITH (Chicago Theological Seminary).

2. *Systematic Theology II.—The Christian doctrines of sin, salvation, and the person and work of Christ.* A prescribed course. Mj. Winter, 1915, PROFESSOR SMITH; Winter, 1916, PROFESSOR MATHEWS AND PROFESSOR BECKWITH (Chicago Theological Seminary).

3. *Systematic Theology III.—The Christian life.* The religious and ethical implications of the Christian experience, including the doctrines of sanctification and eschatology and Christian ethics. A prescribed course. Mj. Spring, 1915, PROFESSOR MATHEWS; Spring, 1916, PROFESSOR SMITH AND PROFESSOR BECKWITH (Chicago Theological Seminary).

GROUP II. SPECIAL

30. *Theological Encyclopedia and Methodology.*—A survey of the entire field of theology as an organic whole, with a consideration of the relations of the different departments, and a study of methods of theological investigation. PROFESSOR SMITH.

33. *The Christian View of Man and Sin.*—M. Summer, 1916, PROFESSOR SMITH.

34. *The Person and Work of Christ.*—Mj. Autumn, 1915, PROFESSOR SMITH.

35. *The Christian Doctrine of Salvation.*—M. Summer, 1915, Second Term, PROFESSOR SMITH.

36. *The Christian Doctrine of Immortality.*—Mj. PROFESSOR MATHEWS.

37. *The Doctrine of the Kingdom of God.*—M. PROFESSOR MATHEWS.

38. *The Social Aspect of Christian Doctrine.*—M. Summer, 1915, First Term, PROFESSOR MATHEWS.

III. CHRISTIAN ETHICS

GROUP I. GENERAL

8. *Christian Ethics.*—The philosophical and theological postulates of Christian ethics; the Christian faith as a moral motive power; the contents and realization of the Christian ideal. M. Summer, 1916, PROFESSOR SMITH.

GROUP II. SPECIAL

41. *History of Christian Ethics.*—Mj. Spring, 1915, PROFESSOR SMITH.

42. *A Comparative Study of Christian and Philosophical Ethics.*—Mj. PROFESSOR SMITH.

IV. APOLOGETICS

GROUP I. GENERAL

9. Outline Course in Apologetics.—Mj. Autumn, 1914, 1916, PROFESSOR SMITH.

GROUP II. SPECIAL

51. Christian Doctrine in Relation to Modern Science.—Mj. Autumn, 1915, 1917, PROFESSOR SMITH.

52. Christian Doctrine in Relation to Modern Philosophical Ideals.—Mj. Winter, 1916, 1918, PROFESSOR SMITH.

53. Christian Doctrine in Relation to Modern Social and Ethical Movements.—Mj. Spring, 1916, 1918, PROFESSOR SMITH.

V. SEMINARS

61A. The History of the Doctrine of Immortality.—Mj. Autumn, 1915, PROFESSOR MATHEWS.

62C. The Doctrine of Assurance in Protestant Theology.—Mj. Spring, 1917, PROFESSOR SMITH.

62D. The Doctrine of the Trinity.—Mj. Winter, 1916, PROFESSOR SMITH.

62E. The History of the Doctrine of the Atonement.—Mj. Autumn, 1914, PROFESSOR MATHEWS.

63A. The Use of Scripture in Modern Theology.—Spring, 1915, PROFESSOR SMITH.

63B. Fundamental Problems in Modern Theology.—Mj. Winter, 1917, PROFESSOR SMITH.

COURSES GIVEN IN THE DIVINITY HOUSES

LXI. THE DISCIPLES' DIVINITY HOUSE

2. History of Doctrine among the Disciples.—Mj. Winter, 1915, 1916, ASSISTANT PROFESSOR SHARPE.

5. Problems of Doctrinal Restatement.—Mj. Summer, 1914, 1915, ASSISTANT PROFESSOR SHARPE.

LXII. THE HYDER (UNIVERSALIST) DIVINITY HOUSE

1. History of Doctrine among the Universalists.—Mj. Autumn, Winter, and Spring, 1914-15.

5. The Liberal Movement in Modern Theology.—Mj. Autumn, Winter, and Spring, 1915-16.

COGNATE COURSES IN OTHER DEPARTMENTS

NOTE.—Other departments are indicated by Roman numerals: I, Philosophy; VI, Sociology and Anthropology; VII, Comparative Religion.

I, 6. Movements of Thought in the Nineteenth Century.—The thought of the century will be traced, not only in its more formal philosophic aspects, but also as represented in literary and scientific movements. Romanticism, Idealism, Positivism, Transcendentalism, Utilitarianism, and the Doctrine of Evolution will be treated. Mj. Summer, PROFESSOR MOORE; Spring, PROFESSOR MEAD.

I, 9. Philosophy of Nature.—The theories of nature in the ancient, mediæval, and modern worlds will be presented in their relations to scientific methods and social organization. Mj. PROFESSOR MEAD.

I, 61. Metaphysics of Religion.—A survey of the main concepts of the great historical religions with a view to their origin and function; e.g., creation, providence, evil, sin, redemption, spirits, gods. Mj. ASSISTANT PROFESSOR AMES.

I, 62. Psychology of Religious Groups.—A study of religious group consciousness, its origin, persistence, disintegration, and extension; with special reference to Protestant denominations. M. ASSISTANT PROFESSOR AMES.

VI, 96. The Ethics of Sociology.—An exhibit of the meaning of sociological analysis for positive ethics. The inconclusiveness of all of the categorical theories of ethics is exhibited, and the thesis is sustained that every ethical system with a concrete content necessarily presupposes sociology. Mj. PROFESSOR SMALL.

VII, 1. Religion of Primitive Peoples.—Mj. PROFESSOR FOSTER.

VII, 13. Philosophy of Religion from Kant to Hegel.—Mj. PROFESSOR FOSTER.

VII, 15. Outline History of Religions.—Mj. PROFESSOR FOSTER.

XLV. THE DEPARTMENT OF CHURCH HISTORY

OFFICERS OF INSTRUCTION

ANDREW CUNNINGHAM McLAUGHLIN, A.M., LL.B., LL.D., Professor of History and Head of the Department of Church History.

FRANKLIN JOHNSON, D.D., LL.D., Professor Emeritus of Church History.

ALONZO KETCHAM PARKER, D.D., Professorial Lecturer Emeritus on Modern Missions.

JOHN WILDMAN MONCRIEF, A.M., D.D., Associate Professor of Church History.

CURTIS HOWE WALKER, Ph.D., Assistant Professor of History.

ERRETT GATES, Ph.D., Instructor in Church History; Assistant Professor of Church History in the Disciples' Divinity House.

PETER GEORGE MODE, A.M., Ph.D., Instructor in Church History.

WILLIAM EDWARD DODD, Ph.D., Professor of American History.

JAMES WESTFALL THOMPSON, Ph.D., Professor of European History.

FRANCIS ALBERT CHRISTIE, A.B., D.D., Professor of Church History, Meadville Theological School (Summer, 1915).

HENRY HAMMERSLEY WALKER, Ph.D., Sweetser and Michigan Professor of Ecclesiastical History, Chicago Theological Seminary.

FELLOWS, 1915-16

ERNEST LAUER, A.M.

WILLIAM ALBERT TILLEY, A.B., Th.B.

INTRODUCTORY

1. *General plan of the program.*—The program in Church History includes four classes of courses: *First*, three courses which are intended to be introductory to more advanced work and also to give a general view of the field; while the whole subject is covered in a very general way, those periods are emphasized which are of special interest and importance for the student preparing for active work in the ministry, those periods, which, because they were creative or transitional, are of most value for an understanding of the development of the church. *Second*, special courses covering more limited chronological fields or devoted to the study of particular movements or to particular countries; these courses are intended for the students taking special interest in Church History and desiring fuller information than is offered by the introductory courses; they are also designed for those definitely specializing in the subject. *Third*, more special and

more advanced courses, in which there is distinct effort to prepare students for scholarly work and research. *Fourth*, courses in missions and the whole history of the expansion of Christianity.

2. *Requirements for degrees.*—(a) The candidate is subject to the general regulations of the Divinity School respecting degrees.

b) Before being accepted as a candidate for any degree, the student must have completed twelve majors of theological study, three of which must have been taken in Church History. Courses 1, 2, and 3 are prescribed.

Any course offered by the Department may be taken as a sequence course except 1, 2, and 3.

c) The general requirements for the Bachelor's, the Master's, and the Doctor's degree in Church History are stated on pp. 115, 116, and 359.

d) For the Master's degree with Church History as the principal subject, and for the Doctor's degree with Church History as the secondary subject, the candidate must be familiar with the most significant movements in the entire history of the church, and he will be so examined as to test his knowledge of these main events and his grasp of the more special periods treated in the courses which he has selected under the advice of the Department.

e) For the Doctor's degree with Church History as principal subject the candidate must be familiar with the general field of Church History, but the stress of the examination will be laid on the period in which he has written his thesis. He will be expected to have fuller knowledge of the whole field than would qualify him for the Master's degree and must in addition be prepared for a searching examination in one general division of the whole subject. The degree will be given, not on the basis of a certain number of majors completed, but in recognition of the candidate's high attainments and ability in his chosen province.

3. *Church History and History.*—Church History is a special field of history of great general interest and of peculiar professional significance to theological students. But the field of history is a wide one, and therefore students making a special study of Church History will often find it helpful to choose courses in the Departments of Arts, Literature, and Science, and especially certain courses in the Graduate Schools. These courses, while not strictly limited to the field of Church History, give information and training of marked value to the specialist in Church History. The relations between the Departments of general History and of Church History are such that, under proper restriction, students doing work in Church History can be allowed to carry such courses in the general History department as appear to be suited to their special needs.

COURSES OF INSTRUCTION

PRESCRIBED COURSES

(For particulars as to these courses see the full list below.)

A. IN THE DIVINITY SCHOOL

1. *The Early Church.*—Summer, Autumn, 1915, 1916.
2. *The Period of the Reformation.*—Summer, 1915, Winter, 1916, 1917.
3. *The Development of Modern Christianity.*—Spring, 1915, 1916.

B. IN THE CHICAGO THEOLOGICAL SEMINARY

- 1A. *History of the Church from the Close of the Apostolic Age to Gregory I.*—Mj. Autumn, 1915.

2A. The Period of the Reformation, from the Rise of Humanism to that of the Enlightenment, 1300-1689.—Mj. Spring, 1916.

9. The Mediaeval Church from Gregory I to Dante.—Mj. Winter, 1916.

I. GENERAL INTRODUCTION (100-1900 A.D.)

1. The Early Church, 100-565.—A study in origins and early developments. The beginnings of Christianity; the Old Catholic Church; the persecutions; the growth of missions; doctrinal developments; the origin of the imperial church, its development and decline. A prescribed course. Mj. Summer, Autumn, 1915, ASSOCIATE PROFESSOR MONCRIEF.

1A. History of the Church from the Apostolic Age to Gregory I (590).—This course traces the genesis and development of the distinctive forms, institutions, and ideas characteristic of the church during the first six centuries. It includes the development of organization and worship, missions, doctrine and doctrinal controversies and the preparation for the Middle Ages. A prescribed course in the Chicago Theological Seminary. Mj. Autumn, 1915, PROFESSOR WALKER (Chicago Theological Seminary).

2. The Period of the Reformation, 1500-1648.—This course is introduced by a rapid survey of the church in the Middle Ages. It presents the decisive steps by which Europe passed from mediaevalism into the early stages of modernism. This includes the Reformation in Germany and German Switzerland; Calvin and his work at Geneva; the establishment of Protestantism outside of Germany and Switzerland; and separate reformatory movements, such as the Anabaptists and Socinians. As a powerful reactionary movement the Counter-Reformation will be taken into careful consideration. A prescribed course. Mj. Summer, 1915, PROFESSOR CHRISTIE (Meadville Theological School); Winter, 1916, DR. MODE.

2A. The Period of the Reformation, from the Rise of Humanism to That of the Enlightenment, 1300-1689.—A prescribed course in the Chicago Theological Seminary. Mj. Spring, 1916, PROFESSOR WALKER (Chicago Theological Seminary).

3. The Development of Modern Christianity.—A survey of the condition of Protestantism at the opening of the modern period (1648). A study of the origin, growth, and influence of the great religious movements: Independency in England and America; Presbyterianism in the Netherlands and Scotland; Pietism and Moravianism in Germany, and Methodism in England and America. Roman Catholicism as affected by modern conditions. The rise of modern missions. A prescribed course. Mj. Spring, 1915, 1916, DR. GATES.

3A. History of the Church in the Modern Period, 1689-1900.—Mj. Autumn, 1915, PROFESSOR WALKER (Chicago Theological Seminary).

II. THE CHURCH DURING THE ROMAN EMPIRE

4. The Church and the Roman Empire.—From the first to the beginning of the fifth century. Approach to the subject through the science of society and the science of religion. Process of change going on in the Roman empire. The religious side of this process. Christianity as a revolution in the "mores." Characteristics of the church as a group. Reasons for its growth and expansion. Disruptive effect on the older group life. The church's conquest of the armed force of society and the civil machinery. The attempt to force Christian standards on the whole of society; compromise. Monasticism. The clergy as a social force at the beginning of the fifth century. Mj. Spring, 1916, ASSISTANT PROFESSOR WALKER.

6. Studies in the Christian Literature of the Second and Third Centuries.—Seminar. Mj. Winter, 1916, PROFESSOR WALKER (Chicago Theological Seminary).

III. THE MEDIAEVAL CHURCH

7. The Church and the Barbarians.—From Gregory the Great to the Twelfth Century, 590–1100. The clergy as leaders of old society over against the invaders; the Church and its reaction on the new religious conceptions and practices introduced by the invaders; as the moral trainer of society (example, preaching, the confessional, chivalry, marriage); monasticism as an economic and intellectual agent; the Church as the transmitter of Roman notions of administration and law; as a mold of public opinion and a political force; the contemporaneous barbarization and feudalization of the Church. Mj. Spring, Summer, 1915, ASSISTANT PROFESSOR WALKER.

8. The Church and Mediaeval Society, 1100–1500.—As Leader: In the Crusades; in moral, intellectual, and artistic education of society; friars, universities; administration and statesmanship; promotion of travel and extension of geographical knowledge; medicine and charity; social activities of village community. As Retarder: opponent of national development; the Papal Theocracy and Papal states; opponent of freedom of thought; Abelard; heresies; inquisition; opponent of new educational movements. Mj. ASSISTANT PROFESSOR WALKER.

9. The Mediaeval Church, from Gregory I to Dante.—A prescribed course in the Chicago Theological Seminary. Mj. Winter, 1916, PROFESSOR WALKER (Chicago Theological Seminary).

NOTE.—For a thorough knowledge of church history in the Middle Ages it is absolutely necessary to understand the general history of the period and the institutions of the times—feudalism, educational and general social conditions, and political organization. Advanced courses fully covering mediaeval history in its various aspects are given in the Senior Colleges and the Graduate School of Arts, Literature, and Science. Students of church history desiring such courses can, after consultation with the head of the department, receive permission to take such courses, with credit in the Church History department.

IV. CHURCH DURING THE REFORMATION AND IN MODERN TIMES

16. Pre-Reformation Movements.—The Crusades: The rise of nations, commerce, universities, and guilds; the Cathari, Waldenses, and related sects; the Franciscans, Dominicans, and the Inquisition; Innocent II and Boniface VIII; Marsilius, Dante, and the Renaissance; Wyclif, Huss, and Savonarola; the Reforming Councils. Mj. Spring, 1915, DR. MOSE.

24. Roman Catholicism since the Counter-Reformation.—The condition of the Church and Papacy previous to the French Revolution. Relation of religious conditions to the Revolution, and the treatment of the Church and clergy during the Revolution. The growth of Ultramontanism. The rise of Italian unity and the loss of the temporal sovereignty of the Pope. The Vatican Council. The Old Catholic and the Free-from-Rome movements. The history of modernism. The present strength and outlook of the Roman Catholic Church. Mj. Spring, 1916, DR. GATES.

25. History of the Conflict between Science and Religion.—The struggle of science to free itself from ecclesiastical authority. The life and work of the great discoverers—Copernicus, Kepler, Galileo, Newton, and other scientists, and the controversies growing out of their teachings. The influence of modern discoveries in geography, astronomy, geology, medicine, and anthropology upon religious thought. The growth of rationalism and the decline of witchcraft and other forms of delusion. The relation of Christianity to modern civilization. Mj. DR. GATES. [Not given in 1915–16.]

26. History of Civil and Religious Liberty.—A study of the relation between Church and State in mediaeval and modern times with reference to its influence upon religious liberty. The nature and theory of the mediaeval church-state; the transition to the modern state churches; the political theories of the great reformers and their influence upon modern political development; the rise of democracy in church and state; the struggle for religious liberty in the Netherlands, France, England, Scotland, Germany, and America. Mj. Autumn, 1915, DR. GATES.

27. The History of Liberal Protestantism in Europe.—After considering Socinian, Arminian, and Rationalistic developments, special attention will be given to the liberal theology of the nineteenth century. M. Summer, 1915, Second Term, PROFESSOR CHRISTIE (Meadville Theological School).

V. ENGLISH CHURCH HISTORY

34. From the Beginning of English Reformation to the End of Elizabeth's Reign.—Mj. ASSOCIATE PROFESSOR MONCRIEF. [Not given in 1915-16.]

35. From Elizabeth's Reign to 1688.—Mj. ASSOCIATE PROFESSOR MONCRIEF. [Not given in 1915-16.]

36. The Eighteenth Century.—Mj. Winter, 1916, ASSOCIATE PROFESSOR MONCRIEF.

37. The Nineteenth Century.—Mj. ASSOCIATE PROFESSOR MONCRIEF. [Not given in 1915-16.]

The courses in English Church History begin with a rapid survey of the pre-Reformation movement led by Wyclif, Chaucer, and Langland. They then include a detailed investigation of: The repudiation of papal authority; the growth of Anglicanism; the origin and spread of Puritanism; the differentiation of Presbyterianism; the rise of Independency under the Tudors; the development of the various religious denominations and their struggle for recognition and freedom, and the beginning of religious toleration under the Stuarts; the ascendance of Rationalism leading to Methodism and the Evangelical Revival; the Oxford Movement; the later history of the Free Churches; and the status and problems of English Christianity in our own times. The method is by lectures introducing the subjects and critically estimating the sources, and special investigation by members of the class, the results of which are reported and carefully criticized.

VI. AMERICAN CHURCH HISTORY 1492-1912 A.D.

38A. History of American Christianity.—An outline survey of the entire field of religious history in America from the beginning of colonisation to the present time. Spanish, French, and English missions. Beginning of permanent settlements in Virginia and New England. Development of religious liberty in the colonial period. The Great Awakening and subsequent decline of religion. Revolutionary period. The second awakening. Movements in the present century. An effort will be made to view historically the principal denominations, so far as they are products of American soil or contribute to the sum total of American Christianity. 2Mjs. Autumn, 1915, Winter, 1916, DR. MODE.

39. History and Polity of Denominations Congregational in Government.—This course has largely to do with the history of the Congregational Church, but also deals to some extent with the history of other churches having the congregational polity. Mj. Spring, 1916, PROFESSOR WALKER AND DR. BARTON (Chicago Theological Seminary).

40. New England Religious History.—The story of New England Congregationalism with the rise of Baptist, Quaker, Episcopalian, and Methodist denominations, the growth of religious liberty, the revival and reform movements, is viewed as illustrative of the general religious history of the United States. M. Summer, 1915, First Term, PROFESSOR CHRISTIE (Meadville Theological School).

43. Seminar: Plymouth and Massachusetts Bay.—A study from the documents of religious organisation in New England. Students who have not had a thorough course in colonial history are advised to take courses 81 and 82 in the Department of History. Mj. Spring, Mon., 3:00-5:00, PROFESSOR McLAUGHLIN. [Probably not given in 1916.]

44. Seminar: The Beginnings of American Church History.—Mj. Spring, 1916, PROFESSOR McLAUGHLIN.

48. Seminar: The Break-up of the Great Churches, 1840-1860.—Mj. Wed., 4:00-6:00, PROFESSOR DODD. [Not given in 1915-16.]

49. **Church and State in the Old South.**—Mj. Autumn, Wed., 4:00–6:00, PROFESSOR DODD. [Not given in 1915–16.]

VII. THE HISTORY OF MISSIONS

63A. **Introduction to the History of Christian Missions.**—Fundamental in this course will be the relation of Christian missions to general history. Appreciation of non-Christian religions. Comparison of Christianity and non-Christian religions. The conception of Christian missions. The conception of general history. Problems, principles, and methods of Christian missions. Christianity and Christian missions as world-unifying forces. The magnitude of the missionary enterprise. Mj. Summer, 1915, ASSOCIATE PROFESSOR MONCRIEF.

63B. **Christian Missions at the Opening of the Twentieth Century.**—A general survey and an appreciation. Mj. Autumn, 1915, ASSOCIATE PROFESSOR MONCRIEF.

63C. **Christian Missions in India.**—The beginnings of Christianity. The St. Thomas Christians and the Jesuits. Xavier. The beginnings of Protestant missions. Ziegenbalg and Schwartz. The awakening of interest in missions at home, and the rise of the missionary societies. The opposition of the East India Company. The Serampore Brotherhood. Duff and the Christian education movement. The Somajes and "reformed Hinduism." The present situation. Mj. ASSOCIATE PROFESSOR MONCRIEF.

63D. **Christian Missions in China.**—Religious conditions of China at the beginning of the nineteenth century. China and the European powers. The opium war. The Tai Ping rebellion. Morrison and the beginnings of Protestant missions. The China inland mission. The Boxer movement. The new China of the twentieth century. Mj. Winter, 1916, ASSOCIATE PROFESSOR MONCRIEF.

NOTE.—For further courses in the field of Missions see p. 385.

VIII. HISTORICAL BIBLIOGRAPHY AND CRITICISM

65. **Historiography and Historical Bibliography.**—Lectures supplemented by an examination of the most important collections of sources and of the bibliographical tools most needed in historical investigation. The purpose of the course is to give acquaintance with the great sources of historical knowledge essential to students specialising in Church History. Mj. Autumn, PROFESSOR THOMPSON.

66. **Historical Bibliography and Criticism.**—A continuation in part of course 65 with a study of the essential elements of the historical method. Reference is also made to the auxiliary sciences and their uses. Lectures will be supplemented by practical exercises with documents to exemplify the problems of criticism. Mj. Winter, PROFESSOR THOMPSON.

XLVI. THE DEPARTMENT OF PRACTICAL THEOLOGY

OFFICERS OF INSTRUCTION

THEODORE GERALD SOARES, PH.D., D.D., Professor of Homiletics and Religious Education and Head of the Department of Practical Theology.

GALUSHA ANDERSON, S.T.D., LL.D., Professor Emeritus of Homiletics.

FRANKLIN JOHNSON, D.D., LL.D., Professor Emeritus of Homiletics.

ALLAN HOBEN, PH.D., Associate Professor of Homiletics and Pastoral Duties.

†BENJAMIN ALLEN GREENE, A.B., D.D., Professorial Lecturer on Practical Theology.

Deceased.

FRANK WAKELEY GUNSAULUS, A.M., D.D., Professorial Lecturer on Practical Theology.

OZORA STEARNS DAVIS, Ph.D., D.D., Professor of Practical Theology, Chicago Theological Seminary.

GILES BUCKINGHAM WILLCOX, D.D., Stone Professor Emeritus of Practical Theology, Chicago Theological Seminary.

FRANK GIBSON WARD, Ph.D., Professor of Religious Education, Chicago Theological Seminary.

HENRY AUGUSTINE SMITH, M.A., Associate Professor of Practical Theology, Chicago Theological Seminary.

WILLIAM ELIEZUR BARTON, D.D., Lecturer on Ecclesiastical Law, Chicago Theological Seminary.

INSTRUCTORS IN OTHER DEPARTMENTS OFFERING COURSES CONTRIBUTORY TO RELIGIOUS EDUCATION

JAMES HAYDEN TUFTS, Ph.D., LL.D., Professor and Head of the Department of Philosophy.

JAMES ROWLAND ANGELL, A.M., Professor and Head of the Department of Psychology.

CHARLES HUBBARD JUDD, Ph.D., LL.D., Professor and Head of the Department of Education.

ALBION WOODBURY SMALL, Ph.D., LL.D., Professor and Head of the Department of Sociology.

†CHARLES RICHMOND HENDERSON, Ph.D., D.D., Professor and Head of the Department of Practical Sociology.

NATHANIEL BUTLER, A.M., D.D., LL.D., Professor of Education.

GEORGE BURMAN FOSTER, Ph.D., Professor of the Philosophy of Religion.

GEORGE HERBERT MEAD, A.B., Professor of Philosophy.

SAMUEL CHESTER PARKER, A.M., Professor of Education.

WALTER SARGENT, Professor of Education.

WILLIAM ISAAC THOMAS, Ph.D., Professor of Sociology.

FRANK MITCHELL LEAVITT, Associate Professor of Industrial Education.

HERMAN CAMPBELL STEVENS, Ph.D., Associate Professor of Education.

EDWARD SCRIBNER AMES, Ph.D., Assistant Professor of Philosophy.

JOHN FRANKLIN BOBBITT, Ph.D., Assistant Professor of School Administration.

ELLIOT ROWLAND DOWNING, Ph.D., Assistant Professor of Natural Science.

FRANK NUGENT FREEMAN, Ph.D., Assistant Professor of Educational Psychology.

WILLARD CLARK GORE, Ph.D., Assistant Professor of Psychology.

MARCUS WILSON JERNEGAN, Ph.D., Assistant Professor of the History of Education.

INTRODUCTORY

The Department consists of three divisions: Homiletics, Pastoral Duties, and Religious Education. The introductory courses in each division are prescribed, viz., courses 1, 2, 20, 30. In the case of students who are preparing to be teachers all the prescribed courses may be taken in Education, viz., course 30, and three from the following group: 21, 31, 32, IB, 70, IB, 79, and IB, 56, or IB, 57.

† Deceased.

For students selecting Practical Theology as the principal department for the D.B. degree all the courses in Homiletics and Pastoral Duties are open as sequence courses and the following in Religious Education: 31, 32, 33, 60, IB, 56 or 57, IB, 70, IB, 79. At least three must be elected.

HOMILETICS

In the firm conviction that the pulpit is to be of permanent importance in modern life, emphasis is placed upon effective preaching as the pre-eminent function of the minister. With due regard to the great traditions of the pulpit, the endeavor is made to help the preacher to reach his own largest self-expression in the presentation of a modern message to a modern congregation. Inasmuch as preaching is an art, the courses are designed to give the largest possible practice in the actual preparation of sermons. The history of the pulpit, the great sermons of the past, the method and message of modern preachers are critically studied. In order to train the student in the homiletic use of material acquired in study, and to enforce the value of thoroughness of intellectual preparation, preaching courses are offered based upon the subject-matter of the other departments.

PASTORAL DUTIES

The elements of pastoral leadership and efficiency are considered in this Department. The pastor's varied relations, both personal and official, within and without the church, are given careful attention. The function of the church is outlined and its co-relation with other welfare agencies of the community is indicated. Investigation and experimentation are conducted by the students in such a way as to cultivate resourcefulness in developing right methods of church work.

All students preparing for the pastorate are required to undertake certain practical work during six quarters under the supervision of the Department and to attend weekly conferences on the methods of such work.

RELIGIOUS EDUCATION

The work in religious education is conducted in co-operation with the Department of Education, the special problems of religious education being so intimately related to the more general subject. All of the courses in the School of Education are open to the students of the Divinity School under the direction of this Department. Students should have an early conference with the instructor with reference to their plan of work. Courses are arranged to meet the needs of four classes of students: (1) Those who are preparing for the Christian ministry, who will have the pastoral leadership of the Sunday school and of the educational work of the church. (2) Those who are preparing to be directors of religious education in churches and other institutions. (3) Those who will engage in educational work in foreign lands. (4) Those who desire to fit themselves as specialists for advanced work in the study of religious educational problems.

Religious Education may be elected as the principal or secondary subject for the Doctor's degree. Elementary work in physiology, psychology, and sociology is prerequisite. If the student has done no college work in biology he will be required to take CXXII, 24, Biological Evolution for Students in Education, receiving graduate credit therefor. The prescribed courses, Principles of

Religious Education and Organization of Church Work, may be applied on the following minimum requirements: (1) for secondary work for the Doctor's degree at least nine majors; (2) for principal work for the Doctor's degree at least sixteen majors.

The thesis may be made in the field of Educational Psychology, in that of Educational Methods, or in that of the History of Religious Education. It will be necessary for the student to determine at least two years before completing his work the field in which he desires to specialize. His course can then be arranged with reference to more thorough work in the special field and more general work in the remaining phases of the subject.

THE RELIGIOUS EDUCATION CLUB

The Religious Education Club holds meetings monthly for the discussion of current literature and the presentation of papers on the problems of religious education.

COURSES OF INSTRUCTION

PRESCRIBED COURSES

(For particulars as to these courses see the full list below.)

1. Theory of Preaching.—M. Summer, 1915; Mj. Autumn, 1915; Winter, 1916.
2. Preparation and Delivery of Sermons.—Autumn, 1915; Winter, Spring, 1916.
20. The Organization of Church Work.—M. Summer, 1915; Mj. Autumn, 1915; Spring, 1916.
30. Principles of Religious Education.—M. Summer, 1915; Mj. Autumn, 1915; Autumn, Winter, 1916.

I. HOMILETICS

1. The Theory of Preaching.—This course constitutes an introduction to homiletics. The sermon in its nature and function is studied with regard to sources, development, content, literary form, aim, component parts, and logical and psychological sequence. Homiletic theory is developed from the actual work of sermon-making, is emphasized by the study of suitable textbooks, and illustrated by the analysis of great sermons of various types. In addition to this formal discipline the personal relations of the preacher toward his message and his parishioners is developed by a concurrent series of lectures which form an integral part of this course. A prescribed course. Mj. Autumn, 1915, 1916, ASSOCIATE PROFESSOR HOBEN AND DR. GREENE; M. Summer, 1915, First Term; Mj. Winter, 1916, PROFESSOR DAVIS (Chicago Theological Seminary).

2. Preparation and Delivery of Sermons.—The aim of this course is to train the student in the entire process of assembling sermonic material, building it into preaching form, and turning all to the highest use in proper and forceful delivery. Endeavor will be made to secure the full and harmonious response of the total personality of the student to the character and purpose of the message. As far as possible students will be given opportunity to preach to general audiences, the instructors being present. Preaching before the class will be required as preparation for public appearance. A prescribed course. Mj. Winter, 1915, 1916, ASSOCIATE PROFESSOR HOBEN AND ASSISTANT PROFESSOR BLANCHARD; Mj. Autumn, 1915; Spring, 1916, PROFESSOR DAVIS AND ASSISTANT PROFESSOR BLANCHARD (Chicago Theological Seminary).

3. Constructive Homiletics.—The chief emphasis of this course is laid on the practice of preparing sermons. Sermons and sermon-plans illustrative of the various types of pulpit discourse are prepared and discussed. Mj. or M. Summer, 1915, First Term, DR. GREENE; Second Term, ASSOCIATE PROFESSOR HOBEN.

4. The Psychology of Preaching.—A study of the service of worship as a unity. The relation of the sermon to the mood of worship. The elements of the sermon psychologically considered. This is an advanced course designed only for students who have exhibited ability in preceding courses. The instructor should be consulted before registration. Prerequisite: courses 1 and 2. Mj. PROFESSOR SOARES.

5. The Message of the Preacher.—The course is designed for students who have pursued the required biblical, historical, and theological studies, and is concerned with the relation of those studies to practical preaching. The class prepares sermons upon topics and texts which involve the vital problems of modern preaching. Mj. PROFESSOR SOARES.

7. History of Preaching.—A study of the beginning, development, and methods of Christian preaching; the periods of the great preachers; the relation of the pulpit to the life and thought of the times. Special attention is given to the sermons of representative preachers. The historical study is made the basis for a consideration of the needs of the modern pulpit. Mj. PROFESSOR SOARES.

8. Masterpieces of Pulpit Eloquence.—A study of selected sermons of the great preachers of the Christian pulpit with reference to the personality and methods of the preacher, the elements of his power, the relation of the sermon to the age, the various forms of pulpit discourse. The principles of modern preaching are discussed on the basis of these great sermons of the past. Mj. PROFESSOR SOARES.

9. The Modern Pulpit.—A more detailed study of the great preachers, especially British and American, of the generation just past and of the pulpit of today. A study of the pulpit in an age of social and theological reconstruction. Mj. ASSOCIATE PROFESSOR HOBEN.

9A. The Modern Pulpit: The Pulpit of the Nineteenth Century.—M. Summer.

9B. The Modern Pulpit: Sermons of Living Preachers.—A study of the opportunity of the pulpit in the conditions of modern life. M. PROFESSOR SOARES.

10. Old Testament Oratory.—Selected orations and sermons of the Hebrew prophets are studied with reference to their literary style and oratorical power. On the basis of such an appreciation, the student is drilled in the art of interpreting Old Testament prophecy to a modern audience. Open to students who have taken the course in prophecy. M. PROFESSOR SOARES.

12. Sermons on Social Ethics.—A survey of the social content of certain great sermons, including those in the Bible. The preparation of a series of social messages under the inspiration of these examples and in the light of modern needs. Mj. ASSOCIATE PROFESSOR HOBEN.

14. Old Testament Expository Preaching.—Power and attractiveness of Expository Preaching. Principles and methods. The Old Testament in the modern pulpit. Study of some great Old Testament expository sermons. Each student will be required to present in finished and popular form one or more sermons based on his special Old Testament study. Mj. Winter, 1916, PROFESSOR SOARES.

15. New Testament Expository Preaching.—The course deals with the sermonic use of the Sermon on the Mount and of other selected New Testament passages. Practice is given in the popular use of the results of scholarly exegesis. Mj. ASSOCIATE PROFESSOR HOBEN.

16. Biblical Homiletics. In this course the Bible is regarded as the primary source of material for sermons. Selected passages covering all types of Biblical literature are studied. Sermon plans are developed, and the principles of interpretation are practically applied. Mj. Winter, 1916, PROFESSOR DAVIS (Chicago Theological Seminary).

II. PASTORAL DUTIES AND LITURGICS

20. The Organization of Church Work.—This course covers the internal organization of the church with a view to efficiency in both work and worship. Such matters as church constitution, the elaboration and co-ordination of auxiliary bodies within the church for stated or special ends, liturgy, pastoral administration, and parish organization are taken up. The relation of the church to all other welfare organizations, social, civic, educational, religious, etc., is canvassed with a view to reaching an adequate social policy and a fund of information necessary for strong and wise leadership. Well-organized churches which are doing efficient work in fields of diverse character will be studied at first hand; students in charge of churches will undertake the work of organization under direction of the instructor. Careful reports and records will be required. A prescribed course. Mj. Winter, 1915, Spring, 1916, ASSOCIATE PROFESSOR HOBEN; M. Summer, 1915, First Term; Mj. Autumn, 1915, PROFESSOR DAVIS (Chicago Theological Seminary).

21. The Church and the Young People.—The biology and psychology of adolescence are studied in the introduction to this course. Work for and with young people is then taken up on a scientific basis, especial attention being given to boys' clubs and young people's societies for worship, study, and Christian service. Accredited results of sociology and of the historical study of the Bible are utilized. Gymnasium work is required in this course to familiarize the students with athletic games and apparatus useful in conducting boys' clubs. Mj. Spring, 1915, Winter, 1916, ASSOCIATE PROFESSOR HOBEN.

21A. Church Work with Boys.—M. Summer, 1915, Second Term, ASSOCIATE PROFESSOR HOBEN.

22. Practical Problems of the Modern Church.—A study of present-day conditions as affecting church work and necessitating adjustments in message and method. Specific difficulties presented by members of the class will be considered. The aim of the course is to promote initiative and resourcefulness in ministerial leadership. M. ASSOCIATE PROFESSOR HOBEN.

23. The Rural Church.—This course aims to cover the important and growing literature on the rural-church problem. In addition to studying surveys and reports, the class and instructor will visit one or more country churches of marked efficiency. Students will be required to prepare course-papers of merit on certain phases of the subject. A seminar. Mj. Autumn, 1915, ASSOCIATE PROFESSOR HOBEN.

24. Christian Liturgy and Hymnology.—The purpose and essentials of Christian worship. The history of liturgy and a comparative study of modern liturgies. A study of great hymns, ancient and modern. A consideration of the function of music in worship. Mj. PROFESSOR SOARES.

24A. The History and Use of Hymns and Hymn Tunes.—Résumé of hymn literature and church music. The history of the Christian church as seen in her hymns. Autobiographical sketches of hymn literature. Alterations in hymns, modern tendencies. Inductive study of recent church hymnals with interpretation and adaptation of hymns and tunes for purposes of worship. Practical problems in the conduct of church and Sunday-school worship. Illustrations by choirs and instruments. Mj. Autumn, 1915, ASSOCIATE PROFESSOR H. A. SMITH (Chicago Theological Seminary).

25. Evangelism.—The New Testament idea of evangelism. The history of evangelistic revivals and of evangelistic preaching through the Christian centuries. Special study of modern evangelism: the public appeal, methods of personal approach, the experience of conversion. Investigation of the methods and results of various forms of evangelistic effort. Reports from students upon their own practical work. Outlines of sermons with a modern evangelistic message. M. Summer, Second Term, 1915, PROFESSOR SOARES.

27. The Musical Ministry of the Church.—The honest use of religious art. The minister's control of church music. Training a congregation to sing. Choosing chorister, organist, and soloists. Organization and management of chorus

choirs. Children's choirs in non-liturgic churches. Social and recreative life, with reference to summer camps. The summer church at worship. The masculine appeal of music to boys. The music of the Sunday school and its value in the moral and religious training of the child. Pageantry and music. Special hymn sermons and song services. The music committee and church music budgets. The selection and use of a pipe organ. Suggestion to leaders and players. Repertoire, vestments, processions, incentives, etc. Illustrations by the choirs of the New First Congregational Church. Mj. Spring, 1915, ASSOCIATE PROFESSOR H. A. SMITH (Chicago Theological Seminary).

28. Christian Liturgy.—The character and importance of Christian worship. The origin and comparison of the great liturgies. Study of church architecture as influencing the conduct of Christian worship. The construction of liturgical forms appropriate to the major and minor occasions for their use. Mj. Spring, 1916, PROFESSOR DAVIS (Chicago Theological Seminary).

III. RELIGIOUS EDUCATION

NOTE.—Other departments are indicated by Roman numerals: I, Philosophy; IA, Psychology; IB, Education; VI, Sociology and Anthropology; VII, Comparative Religion; XLVII, Practical Sociology.

GROUP I. COURSES IN ORGANIZATION AND METHOD

30. Principles of Religious Education.—A study of the fundamental task of the religious educator. The course considers the nature of religion, the goal of religious education, the principles of education in their moral and religious significance, the developing religious experience in modern life in the light of genetic psychology. A prescribed course. Mj. Spring, 1915, Winter, 1916; M. Summer, 1915, First Term, PROFESSOR SOARES.

30A. Principles of Religious Education.—This course builds up a definition of education from a historical background, defines the aim of religious education, gives an outline of the development of human nature, and discusses the principles for the guidance of the moral and religious life. A prescribed course. Mj. Autumn, 1915, 1916, PROFESSOR WARD (Chicago Theological Seminary).

IB, 85. General Principles of Method.—Fundamental principles of class teaching from psychological and social points of view. An undergraduate course. Mj. ASSOCIATE PROFESSOR PARKER.

IB, 101. Principles of Education.—A course introducing the student to the general problems of education, and to the sources of information which lead to scientific solution of those problems. An undergraduate course. Mj. PROFESSOR JUDD.

IB, 41. The Schools of Germany, England, and the United States.—Mj. PROFESSOR BUTLER.

IB, 44. Problems in Secondary Education.—Mj. PROFESSOR BUTLER.

IB, 56. General Principles of Fine and Industrial Art.—A course of lectures and demonstrations dealing with the educational aims and purposes of different phases of the manual arts. Mj. PROFESSOR SARGENT.

IB, 57. Industrial Education in Public Schools.—A consideration of the status and significance of industrial education in the public schools of the United States, with lessons to be learned from foreign systems. Mj. ASSOCIATE PROFESSOR LEAVITT.

IB, 90. Advanced Principles of Method for High-School Teachers.—Mj. PROFESSOR PARKER.

IB, 91. Development of Modern Methods of Teaching in Elementary Schools.—Mj. PROFESSOR PARKER.

31. The Materials of Religious Education.—The natural interests of the developing spiritual personality and the most appropriate materials for a normal development. Kindergarten methods and ideals. The function of the story. Memory material. Catechisms. Manual methods and expressional activity.

The elements of the Biblical material. A comparative study of current curricula. A seminar. Mj. Spring, 1915, PROFESSOR SOARES.

31A. The Method of Religious Education.—This course covers the selection and arrangement of the material for religious education, with especial emphasis upon the educational use of the Bible; the organization and conduct of the church school for worship, study, and social expression; the problems of mission and unattached schools. A prescribed course. Mj. Spring, 1916, PROFESSOR WARD (Chicago Theological Seminary).

32. Methods of Teaching the Bible.—A discussion of the general principles of method and of their application to the teaching of the Bible. Several typical Sunday-school classes are used for experimental work in the various elements of the biblical literature. Lessons are prepared for such classes and reports are received for criticism. Mj. Autumn, 1915, PROFESSOR SOARES.

33. Organization of Religious Education.—A study of the institutions of religious education on the basis of the principles developed in course 30; the relation of the church to the home and to the public school; a special study of the Sunday school, its curriculum, pedagogy, worship, and organization; unification of the educational activities of the church; a program of religious education in a local community. Mj. Spring, 1916; M. Summer, 1915, First Term, PROFESSOR SOARES.

34. The Religious Education of the Adult.—The problem is resumed at the point where it is left in course 30. The psychology of early maturity and of middle life is studied. Consideration is then given to the need and methods of the religious education of parents, teachers, and leaders of young people, and to the larger opportunities of the church in adult development. M. Summer, 1915, Second Term, PROFESSOR SOARES.

35. The State and Religious Education.—History of the religious conception of education. The democratic state and religious sectarianism. The present situation in Germany, France, Great Britain, and America. Mj. PROFESSOR SOARES.

36. Methodology of Religious Education.—A survey and evaluation of the contributions of different sciences to the problems of religious education with reference to the opportunity of the development of a true science of religious education. Prerequisite: 9 majors of religious education. A seminar. Mj. PROFESSOR SOARES.

37. Jesus, the Teacher.—This course is a study of the educational implications of the life and teachings of Jesus. It includes the background in Hebrew life and society, the experiences of Jesus which interpret the normal development of the individual, his method, and his educational principles. Mj. Autumn, 1915, PROFESSOR WARD (Chicago Theological Seminary).

GROUP II. HISTORICAL COURSES

IB, 15. History of Education in America.—Mj. Summer, PROFESSOR GRAVES.

IB, 17. American Colonial Education.—Seminar. ASSISTANT PROFESSOR JERNEGAN.

IB, 18. History of Education in the United States.—Seminar. ASSISTANT PROFESSOR JERNEGAN.

43. History of the Sunday School.—An outline view of the history of religious education up to the eighteenth century. The beginnings of the modern Sunday school. Development in extent, organization, and method. Pedagogical and religious ideals. An estimate and criticism of results. The modern religious educational emphasis. Mj. Autumn, 1915, PROFESSOR SOARES.

44. The Modern Sunday School.—This course follows the history of religious education as it leads up to the awakening at the last part of the eighteenth century; it reviews the development of the last century, with particular reference

to the work of the American Sunday School Union and of the International Sunday School Association in North America; it discusses the rise of the modern movement in religious education during the last quarter of a century, with a view to its practical bearing today. Mj. Spring, 1916, PROFESSOR WARD (Chicago Theological Seminary).

GROUP III. PSYCHOLOGICAL COURSES

- IB, 68. Individual Psychology.—Mj. ASSISTANT PROFESSOR GORE.
- IB, 70. Advanced Child Study.—Mj. ASSISTANT PROFESSOR FREEMAN.
- IB, 71. Introductory Laboratory Course on Experimental Education.—Mj. ASSISTANT PROFESSOR FREEMAN.
- IB, 72. Experimental Education II: Statistical Method as Applied to Educational Problems.—Mj. ASSISTANT PROFESSOR BOBBITT.
- IB, 73. Psychopathic, Retarded, and Mentally Deficient Children.—Mj. ASSOCIATE PROFESSOR STEVENS.
- IB, 79. Genetic Psychology.—Mj. ASSISTANT PROFESSOR GORE.
- IB, 80. Advanced Educational Psychology: The Problem of Moral and Religious Development.—Mj. Spring, 1915, ASSISTANT PROFESSOR FREEMAN.
- IB, 81, 82, 83. Experimental and Statistical Problems in Education.—PROFESSOR JUDD.
- IA, 6. General Methods of Psychology.—Mj. PROFESSOR ANGELL.
- IA, 13. Social Psychology.—Mj. PROFESSOR MEAD.
- IA, 19. Psychology of Religion.—Mj. ASSISTANT PROFESSOR AMES.
- VII, 3. Psychology of Religion.—Mj. PROFESSOR FOSTER.

GROUP IV. PHILOSOPHICAL AND ETHICAL COURSES

- I, 40. Evolution of Morality.—Mj. PROFESSOR TUFTS.
- I, 44, 45. Psychological and Social Problems of Ethics.—1½Mjs. PROFESSOR TUFTS.
- I, 51. Moral Education.—Mj. PROFESSOR TUFTS.
- VII, 1. Religion of Primitive Peoples.—Mj. PROFESSOR FOSTER.
- VII, 8. Philosophy of Religion.—Mj. PROFESSOR FOSTER.

GROUP V. SOCIOLOGICAL COURSES

- XLVII, 53. The Family.—Mj. PROFESSOR HENDERSON.
- VI, 37. Mental Development of the Race.—Mj. PROFESSOR THOMAS.
- VI, 96. The Ethics of Sociology.—Mj. PROFESSOR SMALL.
- 60. Juvenile Delinquency and Moral Education.—Upon the basis of a study of juvenile crime and its causes, treatment, and prevention, this course aims to formulate the methods of moral and religious education calculated to correct and prevent such delinquency. Mj. Spring, 1915, 1916, ASSOCIATE PROFESSOR HOBEN.
- 61. Community Factors in Moral Education.—In recognition of the fact that the moral life of the child is determined chiefly by conditions in the home, street, and school, in the place of recreation and amusement, in the workshop, and in the moral customs and tone of the community as such, an effort is made to define and evaluate these social factors in moral education with a view to ascertaining the degree of correction necessary and the methods whereby these primary social agencies may function fully and normally in the moral upbuilding of the child. M. ASSOCIATE PROFESSOR HOBEN.
- 62. Religion and Play.—An attempt is made to correlate these two interests and to ascertain the value of the latter in religious education. ASSOCIATE PROFESSOR HOBEN.

XLVII. THE DEPARTMENT OF PRACTICAL SOCIOLOGY**OFFICERS OF INSTRUCTION**

†CHARLES RICHMOND HENDERSON, Ph.D., D.D., Professor and Head of the Department of Practical Sociology.

SCOTT E. W. BEDFORD, A.M., L.H.D., Assistant Professor of Sociology.

GRAHAM TAYLOR, D.D., Professor of Social Economics (Chicago Theological Seminary).

B. W. BROWN, Research Assistant.

UKICHI KAWAGUCHI, Ph.D., Lecturer on Modern Missions (Winter, 1915).

FELLOW, 1915-16

CHARLES STANLEY LAIDMAN, A.B., D.B.

INTRODUCTORY

The purpose of these courses is to provide means for the systematic study of contemporary institutions with which educated leaders of society must deal in daily life, and of those human relations which determine duty and shape character. The city and surrounding country furnish an accessible laboratory for observation, the value of which is beyond estimate.

Practical Sociology may be elected as either a principal or a secondary subject for the degree of Ph.D. For particulars see the statements of the Department of Sociology and Anthropology in this *Register*, or in the Circular of the Social Science Group.

REQUIREMENTS FOR DEGREES

a) The candidate is subject to the general regulations of the Divinity School respecting degrees.

b) For the degree of Bachelor of Divinity the candidate's work in Practical Sociology is elective, with the exception of 53 prescribed, and the electives may be chosen from courses 56, 57, 61, 64, 65, 68, offered by the Departments of Sociology and Practical Sociology. Other courses can be accepted only by previous consent of the Department.

c) The conditions for the degrees of A.M. and Ph.D. in the Department of Practical Sociology are identical with those in Group C of the Department of Sociology in the Graduate School (see Circular of the Social Science Group).

In order to be admitted to candidacy for one of the higher degrees in Sociology or Anthropology, students must have included in their previous work the equivalent of the following courses, viz., "the Social Science Sequence." For the purpose here in view that grouping of courses is understood to include:

- I. Elements of Biology
- II. History 1, 2, and 3
- III. Political Economy 1 and 2
- IV. Statistics (Political Economy 9)
- V. Political Science 1

† Deceased.

- VI. Psychology 1
- VII. Sociology 1
- VIII. Sociology 3
- IX. Logic or Ethics, one major
- X. One year of Senior College History

The following courses or their equivalents must have been covered by candidates for the Master's degree:

- I. Sociology 30 (or 26 in case 30 has been included in the undergraduate work)
- II. Sociology 5
- III. Sociology 15
- IV. Sociology 16
- V. Political Science 10. Elements of Law

In addition to these in case Sociology is the secondary subject for the Doctor's degree:

- VI. Sociology 73 and 73A
- VII. Sociology 17

In case Sociology is the principal subject, the course must include at least one year of work in one of the seminars of the Department.

d) For the Doctor's degree, with Practical Sociology as secondary subject, not less than nine (9) majors will be accepted. Division between philosophy and institutions as under c.

e) For the Doctor's degree, with Practical Sociology as principal subject, not less than eighteen (18) majors will be accepted. Division between social philosophy and institutions about equal in amount. In case the chief work of a candidate is philosophical, at least one piece of original concrete investigation will be required before examination for the degree of Ph.D. In case the chief work of a candidate is investigation of concrete relations, a prerequisite will be at least one piece of independent philosophical work.

The Seminar, courses 73, 74, 75, is designed for students who have already had some work in Sociology, and who have in mind some particular concrete subject for independent investigation by means of documents, observation, and interviews. Admission to this seminar only by permission of instructor.

All courses in the Department of Sociology and Anthropology are open to Divinity students for election and the announcements of that Department should be consulted for particulars.

The conditions and relations are such as to make an early interview with the instructor of the Department very important.

COURSES OF INSTRUCTION

PRESCRIBED COURSES

(For particulars as to these courses see the full list below.)

A. IN THE DIVINITY SCHOOL

53. The Church and Society.—Mj. Autumn, 1915.

B. IN THE CHICAGO THEOLOGICAL SEMINARY

53A. Social Economics.—Winter, 1916.

I. PRIMARILY FOR GRADUATE STUDENTS

5. The Family.—The development of the domestic institutions in lower and higher civilisations; social ethics of the family; legal, industrial, educational, and religious problems of the family. Mj. Autumn, 1915, 11:45.

49. Social Politics.—With special reference to health and culture interests of the industrial group. M. Summer, 1915, Second Term, 11:30.

50. Urban Communities.—The system of community bonds and interests; functions of political, economic, and cultural organisations as determined by social interests. Mj. [Not given in 1915.]

51. Social Treatment of Crime.—Causes of crime; principles of criminal anthropology; prison systems; legal factors; juvenile offenders; preventive methods. Mj. Winter, 1915; Summer, 1915, Second Term, 10:30.

52. Evolution of Philanthropy.—Its historical forms; the evolution and phases of church and public charity in various ages and countries, the functions of philanthropy in social progress; the literature of philanthropy; social settlements. Mj. 11:45, Winter, 1915.

53. The Church and Society.—Civil law governing religious corporations. The ideals and principles of church conduct implicit in the life of the religious community and in its relations to mankind. The duty of the church in relation to social welfare. Plans of the "Inner Mission." A prescribed course. Mj. Autumn, 1915, 10:45.

53A. Social Economics.—Survey of Field, and Function of Religious and Social Work.—A prescribed course in the Chicago Theological Seminary. Mj. Winter, 1916, PROFESSOR TAYLOR (Chicago Theological Seminary).

54. Problems and Method of Church Expansion.—A study of the work of organized Christianity in its denominational and other larger social groups; church federation, city missions, home missions, foreign missions with particular study of social needs of India and China. Mj. Spring, 1915.

55. Contemporary Charities.—Studies of the nature and origin of depressed and defective classes; principles and methods of relief; organisation of benevolence. Mj. [Not given in 1915.]

57. Rural Communities.—Conditions of social existence in the country; organisation for improvement. Mj. ASSISTANT PROFESSOR BEDFORD.

58. Organization and Administration of Charities and Correction.—Mj. Spring, 1915.

59. The Group of Industrials.—The Labor Movement from the viewpoint of sociology; the modes by which improved ideals of welfare originate and are diffused; the social system of economic, political, and cultural organisation through which the group may enjoy the social inheritance. Mj. [Not given in 1915.]

73, 74, 75. Seminar: Methods of Social Amelioration.—Discussions, reports, and thesis work on contemporary movements for social betterment. Prerequisite: reading knowledge of French or German. 2Mjs. Autumn and Winter, 1915-16. Hour to be arranged with students.

II. MISSIONS

100. Problems of the New China.—Mj.

101. Christianity in Japan.—Mj. Winter, 1915, DR. KAWAGUCHI.

102. The Mohammedan World.

COGNATE COURSES IN OTHER DEPARTMENTS

NOTE.—Other departments are indicated by Roman numerals: I, Philosophy; VI, Sociology and Anthropology; X, Sanskrit; XIII, Romance.

I, 40. Evolution of Morality.—A study of the historical development of the moral life and of moral standards in relation to the social, economic, and political conditions, and also to custom, law, and religion. Mj. Autumn, 1914, PROFESSOR TUFTS.

I, 41. Advanced Ethical Theory.—A critical and constructive treatment of present problems of ethical theory. Mj. Autumn, 8:15, PROFESSOR TURTS.

VI, 80. General Anthropology.—Outlines of the science. Tylor, *Anthropology*. The class work will be based on the textbook named. Mj. Spring, 1915, 1916, 11:45, ASSOCIATE PROFESSOR STARR.

VI, 82. Ethnology.—Study of General Ethnology. Brinton, *Races and Peoples* will first be studied. The subject will then be developed by class lectures, discussions, and preparation by students of essays upon special and assigned topics. The objects sought in this course are: (1) to present the great problems of Ethnology; (2) to consider systems of classification of human races and the basis for such classification; (3) to follow the history of science. Mj. Summer, 1915, 1916, 11:30, ASSOCIATE PROFESSOR STARR.

VI, 101. Japan.—The instruction is chiefly by lectures. Special attention is paid to industrial art and religion. Special topics are assigned for study, and each member of the class must present at least two papers for class discussion. Mj. Spring, 1916, 10:45, ASSOCIATE PROFESSOR STARR.

VI, 3. Social Origins.—Association and culture in tribal society. Early food conditions, migrations, and race-crossings. Origins and relations of invention, trade, warfare, art, marriage. Class distinctions, the professions, legal, political, and ecclesiastical institutions. Ethnological reading. An introductory course. For Senior College and graduate students. Mj. Autumn, 9:15, PROFESSOR THOMAS.

VI, 31. Mental Development in the Race.—A genetic study of the relation of mind to individual and social activities. The psychology of mechanical and artistic invention. Relation of language to thought. Systems of number, time, weight, and measure in early society. Development of ideas of causation. Parallelism in development between the individual and the race. The effect of genius on the mental life of a group. Comparison of the mental traits of different races, epochs, and social classes. For graduate students. Mj. PROFESSOR THOMAS.

X, 14. The Religion and Philosophy of India.—The aim of this course is to give a brief outline of the development of religious and philosophical ideas in India. A few introductory lectures will be given, treating of the country and people, of the general characteristics of Hindu modes of thought, of political history, of the Sanskrit literature, and of the growth of social institutions. The ability to read German readily, though not required, will greatly enhance the value of the work. For graduate students. Mj. Summer, 9:15, DR. CLARK.

X, 15. Hindu Philosophy.—This course will trace the growth of philosophic thought in India from the Rig Veda through the Upanishads to the six great philosophical systems. Especial attention will be paid to the Vedanta, the Sainkhya, and the Yoga Systems. Mj. Spring, 9:15, DR. CLARK.

XIII, 41. Introduction to Phonetics.—The elements of phonetics for advanced students of any modern language. Passy's *Petite phonétique comparée des principales langues européennes*; Jespersen's *Elementarbuch der Phonetik*; the works of Sweet and Vietor. Open also to upper Seniors. Mj. Summer, 9:00, ASSISTANT PROFESSOR BABCOCK; Autumn, 9:15, PROFESSOR JENKINS.

XLV, 63A. Introduction to the History of Christian Missions.—Summer, 1915, ASSOCIATE PROFESSOR MONCRIEF.

XLV, 63B. Christian Missions at the Opening of the Twentieth Century.—A general survey. Mj. Autumn, 1915, ASSOCIATE PROFESSOR MONCRIEF.

XLV, 63C. Christian Missions in India.—The beginnings of Christianity. The St. Thomas Christians and the Jesuits. Xavier. The beginnings of Protestant missions. Ziegenbalg and Schwartz. The awakening of interest in missions at home, and the rise of the missionary societies. The opposition of the East India Company. The Serampore Brotherhood. Duff and the Christian education movement. The Somajes and "reformed Hinduism." The present situation. Mj. ASSOCIATE PROFESSOR MONCRIEF. [Not given in 1915.]

XLV, 63D. Christian Missions in China.—Religious conditions of China at the beginning of the nineteenth century. China and the European powers. The opium war. The Tai Ping rebellion. Morrison and the beginnings of Protestant missions. The China inland mission. The Boxer movement. The new China of the twentieth century. Mj. Winter, 1916, ASSOCIATE PROFESSOR MONCRIEF.

XXXI. THE DEPARTMENT OF PUBLIC SPEAKING

(IN THE DIVINITY SCHOOL)

OFFICER OF INSTRUCTION

FREDRIC MASON BLANCHARD, A.M., Assistant Professor of Public Speaking.

INTRODUCTORY

The purpose of these courses is to provide systematic training in oral discourse for advanced students looking toward some professional career.

Although under the administration of the Divinity School, the work is arranged to satisfy the needs of students in law, business, or other professional activities.

COURSES OF INSTRUCTION

PRESCRIBED COURSE

(For particulars as to this course see the full list below.)

21. Voice and Action.—Autumn, Winter, Spring.

21. Voice and Action.—Training of voice and body for public speaking. The correction of mannerisms, individual or professional, and the development of a clear, direct, and forceful style of speech. Prescribed for all candidates for the degree of D.B. The students meet as a class from 10:15 to 10:45 every Wednesday and Friday during the Autumn, Winter, and Spring; and also receive private instruction by appointment. Three Units Practical Work. ASSISTANT PROFESSOR BLANCHARD.

22. Expressive Reading.—The development of personal power through the sympathetic oral interpretation of masterpieces of literature. In the Autumn there is reading of Shakespeare; in the Winter, the Bible; in the Spring, masterpieces of oratorical and sermon literature. Students meet as a class every Tuesday and Thursday from 3:30 to 4:30 during the Autumn, Winter, and Spring. Prerequisite: course 21. Credit of one major will be given to students successfully completing this course. Mj. ASSISTANT PROFESSOR BLANCHARD.

23. Vocational Speaking I.—Principles of oral exposition, narration, and description, and their application to the discourse of the pulpit, the bar, the platform, and the business world. Corrective criticism on the selection and arrangement of material, as well as on voice, action, and personality. Prerequisite: course 21 or its equivalent. Mj. Autumn, 1915, 8:15, ASSISTANT PROFESSOR BLANCHARD.

24. Vocational Speaking II.—The essentials of argumentation and their application to the oral discussions of the class. Presentation of pros and cons of new, unsettled, or recurring questions in theology, law, business, or social life. Continual practice in speaking, with special attention to delivery. Prerequisite: course 21 or its equivalent. Mj. Winter, 1915, 8:15, ASSISTANT PROFESSOR BLANCHARD.

25. Vocational Speaking III.—The psychology of persuasion, and its application to speech for securing action. Speaking in which the preacher will exhort, the lawyer plead, the business man sell, and the lecturer stimulate and reform. Special attention to personal elements necessary for the highest efficiency in speaking. Prerequisite: course 21 or its equivalent. Mj. Spring, 1915, 8:15, ASSISTANT PROFESSOR BLANCHARD.

26. Vocal Expression.—A general training course for ministers. Voice, action, and platform deportment. The delivery of sermons, miscellaneous addresses, and the reading of the Bible. Each student speaks as often as the size of the class permits. Some of the speaking is from manuscript, some from notes, some extempore. In the use of the extempore method, careful preparation of material is required, and plans of addresses are made in advance; but the choice of language is left for the moment of speaking. M. Summer, 1915, 1:30, ASSISTANT PROFESSOR BLANCHARD.

27. General Speaking.—A general course covering the needs of students in all kinds of professional work. Voice, action, and platform decorum. The psychology of audiences. The preparation and delivery of general addresses, after-dinner speeches, political talks, platform lectures, nominations, introductions, dedications, debates, commemorations, and such other forms of address as may be required of the public man or private citizen. M. Summer, 1915, 2:30, ASSISTANT PROFESSOR BLANCHARD.

XXXII. THE DEPARTMENT OF PHYSICAL CULTURE

(See Department of Physical Culture and Athletics in this *Register*, p. 332)

THE ENGLISH THEOLOGICAL SEMINARY

GENERAL INFORMATION

For general conditions of admission see p. 362. The English Theological Seminary is intended to meet the needs of students who have not secured the advantages of a collegiate education. Pastors who are neither college nor divinity-school graduates, approved candidates for the ministry whose scholastic training is deficient, and other men and women who, with the commendation of their churches, purpose to devote their lives to religious work, are admitted to the English Theological Seminary. For students of this description the season of residence is the Summer Quarter only. The Seminary provides non-residence correspondence courses for the Autumn, Winter, and Spring Quarters. (Special circulars explaining the correspondence-study work will be sent on application.) The Summer Quarter has been set apart for resident instruction in order to accommodate a large number of those who can be absent from their homes only at this season; and it is believed that many churches will gladly release their pastors in the summer, when the pastoral work is less exacting than usual.

COURSES OF INSTRUCTION

RESIDENT COURSES: SUMMER QUARTER, 1915

The following courses, given here by title only, are open to English students:

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION

80. Beginnings of Old Testament Literature and History.

110. Hebrew History after the Exile.

118, 119. History of Egypt, Babylonia, and the Early Orient.

XLII. NEW TESTAMENT AND EARLY CHRISTIAN LITERATURE

1. Beginnings of Christianity I.
32. Jewish Literature of the New Testament Period.
56. The Gospel of John.
64. The Epistles to the Thessalonians.
71. The Teaching of Jesus.

XLIV. SYSTEMATIC THEOLOGY

1. Systematic Theology I.
35. The Christian Doctrine of Salvation.

XLV. CHURCH HISTORY

1. The Early Church, 100-565.
7. The Church and the Barbarians.
27. The History of Liberal Protestantism in Europe.
40. New England Religious History.
- 63A. Introduction to the History of Christian Missions.

XLVI. PRACTICAL THEOLOGY

1. The Theory of Preaching.
3. Constructive Homiletics.
20. The Organization of Church Work.
- 21A. Church Work with Boys.
25. Evangelism.
30. Principles of Religious Education.
33. Organization of Religious Education.
34. The Religious Education of the Adult.

XLVII. PRACTICAL SOCIOLOGY

52. Social Treatment of Crime.
62. Social Politics.

XXXI. PUBLIC SPEAKING

26. Vocal Expression for the Minister.
27. General Speaking.

MUSIC

1. Church Music and Singing.
2. Ear Training and Sight Reading.

LXI. DISCIPLES' DIVINITY

5. Problems of Doctrinal Restatement.

MUSIC

OFFICER OF INSTRUCTION

ROBERT WATERMAN STEVENS, Organist and Director of Choir.

1. Church Music and Singing.—Rudiments of singing and study of rhythm, melody, and harmony.
2. Ear Training and Sight Reading.—(a) Special emphasis on a further understanding of music; (b) analysis of compositions; (c) order of service, hymns, anthems, chants, and responses.

This course of study is prescribed for first-year men during two quarters. Both courses are given each quarter, two periods a week.

ALLIED ORGANIZATIONS

LXI. THE DISCIPLES' DIVINITY HOUSE

OFFICERS OF INSTRUCTION

HERBERT LOCKWOOD WILLETT, PH.D., Dean, Professor of Old Testament Language and Literature.

ERRETT GATES, D.B., PH.D., Assistant Professor of Church History (Disciples' Divinity House).

CHARLES MANFORD SHARPE, A.M., PH.D., Assistant Professor of Systematic Theology (Disciples' Divinity House).

COURSES OF INSTRUCTION

2. History of Doctrine among the Disciples.—A study of the rise, progress, and content of the whole body of teaching held by the leaders of the movement for a restoration of primitive Christianity. Mj. Winter, 1916, ASSISTANT PROFESSOR SHARPE.

3. History and Principles of Christian Union.—A study of the ideas and forms of unity in the New Testament and in the history of the church to the Reformation. A study of union movements and plans in all sections of the church since the Reformation, and of the present status of the problem, especially in the United States, with a view to determining the fundamental principles of Christian union. Mj. Spring, 1915, 1916, PROFESSOR WILLETT.

4. Historic Place and Mission of the Disciples.—A study of the purpose and mission of the Disciples in the light of Scripture and history; their special contribution to the reformation of the church; a study of New Testament Christianity; the teaching of Jesus; "first principles" or the preaching of the apostles; the creed, life, and organization of the apostolic church; the problem of union or the presuppositions of the "current reformation." Mj. Autumn, 1915, ASSISTANT PROFESSOR GATES.

5. Problems of Doctrinal Restatement.—A critical survey of the chief doctrinal positions of the Disciples with a view to inquiring (1) how these are affected by the progress of theological science, and (2) how the necessary readjustments of the Disciples' historic teaching stand related to their religious mission and dominant religious emphases. Mj. Summer, 1915, ASSISTANT PROFESSOR SHARPE.

LXII. THE RYDER (UNIVERSALIST) DIVINITY HOUSE

OFFICERS OF INSTRUCTION

LEWIS BEALS FISHER, D.D., LL.D., Dean and Lecturer on Denominational History and Doctrine.

L. WARD BRIGHAM, D.D., Lecturer on Liturgics.

COURSES OF INSTRUCTION

1. History of Doctrine among the Universalists.—The teaching of the Bible when it refers to the final outcome of the government of God and the reign of Christ; the Greek theology; Clement of Alexandria; Origen; the Latin Theology

and Middle Ages; modern Universalism; Law, Erskine, Maurice, and Farrar; Universalism of Rely, Murray, Ballou; the Restorationist movement; the modern philosophy of Universalism; the new theology, Campbell, Gordon, Abbott; evolution; the new Social Spirit; the wholeness and unity of the race. Mj. Autumn, Winter, and Spring, 1915-16, DEAN FISHER.

2. History of Universalist Organization.—Associations; Conventions; Parishes; Churches; Schools; Publishing interests; Missions, ecclesiastical polity. Mj. Winter and Spring, 1915-16, DEAN FISHER.

3. The Place of Liberal Christianity among the Religious Forces of Today.—Time to be arranged.

4. Worship and Liturgy in the Liberal Christian Churches.—The Christian Pastor at Communion Service, Weddings, Funerals, etc. Time to be arranged. DR. BRIGHAM.

5. The Liberal Movement in Modern Theology.—Mj. Autumn, Winter, and Spring, 1915-16, DEAN FISHER.

LXIII. THE NORWEGIAN BAPTIST DIVINITY HOUSE

OFFICER OF INSTRUCTION

HENRIK GUNDERSEN, A.M., D.B., Dean and Professor of Systematic Theology.

COURSES OF INSTRUCTION

I. OLD AND NEW TESTAMENT LITERATURE AND INTERPRETATION

1. Biblical Antiquities.—a, Domestic, b, Civil, c, Sacred.
2. The History of the Jewish Nation.
3. Biblical Interpretation.
4. Introduction to the Old Testament.
5. Introduction to the New Testament.
6. The Life of Christ.
7. The Epistle to the Romans.
8. New Testament Greek.—The Gospel according to Matthew studied grammatically.
9. Bible Chapter Summary.

II. SYSTEMATIC THEOLOGY

1. Theological Introduction and Bibliology.
2. The Doctrine of God.
3. Anthropology.
4. Soteriology.
5. Eschatology.

III. HOMILETICS, CHURCH POLITY, AND PASTORAL DUTIES

1. Homiletics, Theoretical and Practical.
2. Church Polity.
3. Pastoral Theology.

IV. CHURCH HISTORY

1. The Early Church Prior to Constantine.
2. Outline in Ancient Church History.
3. Outline in Mediaeval Church History.
4. Outline in Modern Church History.
5. History of the Baptists.

V. PREPARATORY SUBJECTS

1. English Grammar.—The acquisition of a vocabulary, grammatical principles, composition, and translation.
2. Norwegian Grammar and Rhetoric.
3. Geography.—A study in the political geography of the world. Economic and commercial conditions are considered.
4. General History of the World.
5. Logic, Deductive and Inductive.

II. THE LAW SCHOOL

THE FACULTY

HARRY PRATT JUDSON, A.M., LL.D., President of the University.
JAMES PARKER HALL, A.B., LL.B., Professor of Law; Dean of the Law School.
HARRY AUGUSTUS BIGELOW, A.B., LL.B., Professor of Law.
WALTER WHEELER COOK, A.M., LL.M., Professor of Law.
ERNST FREUND, Ph.D., J.U.D., Professor of Law.
EDWARD WILCOX HINTON, LL.B., Professor of Law.
‡JULIAN WILLIAM MACK, LL.B., Professor of Law.
FLOYD RUSSELL MECHEM, A.M., LL.D., Professor of Law.
UNDERHILL MOORE, A.M., LL.B., Professor of Law.

HERMAN ENZLA OLIPHANT, A.B., J.D., Lecturer on Bankruptcy, Public Service Companies, and Brief-Making and Legal Argument.

HENRY VARNUM FREEMAN, A.M., LL.B., Special Lecturer on Legal Ethics.
CHARLES EDWARD KREMER, LL.B., Special Lecturer on Admiralty Law.
FRANK FREMONT REED, A.B., Special Lecturer on Copyright and Trademark Law.

EDWIN ROULETTE KEEDY, A.B., LL.B., Professor of Law, Northwestern University (Summer, 1915).

AUSTIN WAKEMAN SCOTT, A.B., LL.B., Professor of Law, Harvard University (Summer, 1915).

FREDERICK WILLIAM SCHENK, Librarian.

RUTH BRADLEY, Secretary.

PERCY ANDERSON HOGAN, Delivery Desk Assistant and Cataloguer.

HANS DAVID GAEBLER, A.M., Library Assistant.

ORGANIZATION AND EQUIPMENT

GENERAL STATEMENT

The University of Chicago Law School was established in 1902. It aims to give a thorough legal training to students whose education and maturity have fitted them to pursue serious professional study. The method of instruction employed—the study and discussion of cases—is designed to give an effective knowledge of legal principles and to develop the power of independent legal reasoning. The course of study offered, requiring three academic years for completion, is not local in its scope, but constitutes a thorough preparation for the practice of law in any English-speaking jurisdiction. By taking advantage of the quarter system (see “General Information,” p. 394, below) students may complete the course in two and one-fourth calendar years.

Only college graduates or students who have had college work equivalent to three years in the University are admitted as candidates for the degree of Doctor

‡ Absent on leave.

of Law (J.D.), which is conferred upon college graduates only. The University permits one year of law to be counted as the fourth year of college work, and confers an academic Bachelor's degree upon candidates for J.D. who have completed one year in the Law School, thus enabling them to obtain both the academic and the professional degree in six years. (See "Degrees," below, p. 397.) Students over twenty-one years old are admitted as candidates for the degree of Bachelor of Laws (LL.B.) upon the conditions stated below, p. 396, under "Admission."

It is very desirable that the preliminary education of law students should include work in the social sciences, and provision has been made in the third college year for pre-legal study devoted chiefly to these subjects. This course is not required, but students expecting to study law are strongly advised to pursue it. Its suggested topics are found below, p. 399, under "Pre-legal Courses."

THE LAW BUILDING

The Law School occupies a building within the University quadrangles, erected especially for it in 1904. It is three stories high, 175 feet long, and 80 feet wide, built of stone in the English Gothic style of architecture. On the first floor are four lecture rooms, two of which are in theater form. The mezzanine floor is occupied by the library stack-room, connected with the reading-room above by electric book lifts and designed to contain steel stacks for 90,000 volumes. Opening into the stack-room are studies for members of the Faculty and the Librarian's room. On the third floor is the reading-room, a great hall with high timbered ceiling, 160 feet long and 50 feet wide, lighted on all sides by Gothic windows. It has shelves for 14,000 books and provides space for tables accommodating 400 readers. Adjoining the reading-room is the office of the Dean. In the basement is a smoking-room and the locker-room, containing several hundred steel-mesh lockers for the use of students.

THE LIBRARY

The Law Library contains about 40,500 volumes. Except a few county court decisions, it includes all of the American, English, Irish, Scotch, Canadian, Australian, New Zealand, and higher Indian reports, with their digests; all past and present codes and statutory revisions of those jurisdictions; the recent South African reports; all English, Irish, and Scotch statutes, and (except the early laws of some of the older states) the session laws of all the American states and Canadian provinces; all collateral reports and series of classified cases in use; an extensive collection of treatises, periodicals, trials, and legal miscellany, including a large amount of old English historical material; and a working library in French, German, Spanish, and Mexican law.

Students in the Law School may use the other University libraries, containing over 415,000 volumes.

GENERAL INFORMATION

THE QUARTER SYSTEM

The system prevailing in the University of dividing the work into quarters is adopted in the Law School. The quarters are designated as the Summer, Autumn, Winter, and Spring Quarters, beginning respectively in 1915-16 on June 21, October 1, January 3, and April 3. Each quarter is eleven to twelve weeks long, and the Summer and Winter Quarters are divided into two terms.

A recess of about one week occurs between successive quarters, except that there is no recess between the Spring and Summer Quarters, and that there is one during September at the end of the Summer Quarter. Any three quarters count as an academic year, and it is thus possible to complete the three-year law course in two and one-fourth calendar years.

The work in the Law School is so arranged that it is better for beginning first-year students to enter at the opening of the Summer or Autumn Quarter than at any other time. The beginning courses given then are not repeated later, and, while such students may enter in the middle of the Winter, or at the beginning of the Winter or Spring Quarter, it is somewhat less advantageous to do so. Senior College students should plan their work to enter the Law School in June or October. Students admitted to advanced standing may usually enter without difficulty in the middle of the Summer or Winter Quarter, or at the beginning of any quarter. No courses begin in the middle of the Autumn or Spring Quarter.

FEEs, EXPENSES, ETC.

1. *Matriculation fee.*—A matriculation fee of \$5.00 is paid by every student entering the University for the first time.

2. *Tuition fee.*—The tuition fee in the Law School is \$50.00 a quarter (in the Summer and Winter Quarters \$25.00 a term) for regular work (three majors). Students who take half-work or less pay half-fees, and receive residence credit *pro rata*. With the consent of the Dean, law students may take extra work in the Law School or in any department of the University without extra charge. If such extra work is counted toward admission requirements or a college degree, \$15.00 a major is charged.

Students not registered in the Law School pay \$5.00 a major *extra* for each law course taken, except law courses offered by members of the Department of Political Science as part of the work of that Department. Undergraduate students not registered in the Law School must pay \$20.00 for each major law course taken as *extra work*.

For the pre-legal course the tuition fee is \$40.00 a quarter for regular work. For *extra work* \$15.00 a major is charged.

3. *Graduation fee.*—The graduation fee for either law degree is \$10.00.

4. *Payment of bills.*—All tuition fees are due *on or before the first day of each quarter*, and are payable at the Cashier's Office, Press Building. If not paid *before the end of the fifth day of the quarter* a fee of \$5.00 is added.

5. *Estimated expenses.*—The following table gives an estimate of the annual expenses for three quarters (thirty-six weeks) of a student in the Law School residing within the quadrangles. The expense of a Summer Quarter is about one-third of these amounts. See also p. 87.

	Low	Average	Liberal
Tuition, Law School*	\$150.00	\$150.00	\$150.00
Rent and care of room	60.00	105.00	175.00
Board	135.00	162.00	225.00
Laundry	15.00	25.00	35.00
Textbooks and stationery	25.00	35.00	50.00
Total	\$385.00	\$477.00	\$635.00

* The tuition for the pre-legal curriculum is \$120.00 for thirty-six weeks.

SCHOLARSHIPS

A small number of scholarships, each yielding a portion of the tuition fees for an academic year (three quarters), are awarded annually to meritorious members of the Law School needing such assistance, in return for service in the Law Library. A preference is given to students of high rank. Scholarships for the Summer Quarter only are awarded separately upon similar terms. All applications for scholarships for the Summer Quarter and for the succeeding year should be made in writing to the Dean before June 1. Directions for making such applications will be sent upon request.

OTHER INFORMATION

For information regarding majors and minors, opportunities for self-help, University privileges, and other general matters, see this *Register*, pp. 84, 90, etc.

ADMISSION TO THE LAW SCHOOL

a) *Admission to the Law School as candidates for the degree of J.D. is granted:*

1. To college graduates whose degrees represent college work equivalent to 27 majors (three years) in the University.

2. To students who have completed in the University or elsewhere 27 majors (three years) of college work.¹ Credit will be given for acceptable work done in other institutions of collegiate rank. Before receiving the degree of J.D. such students must obtain from the University or from some other approved institution an academic degree, and are permitted to count toward this one year of law. See the statement below, p. 397, under "Degrees."

b) *Admission to the Law School as candidates for the degree of LL.B. is granted:*

To students over twenty-one years old who have completed approved high-school or college work equivalent in amount to at least 15 units of admission credit to the University (the usual college-entrance requirement—ordinarily satisfied by four years of high-school work). This work must include 3 units in English. Certain special rules apply to students from the Junior Colleges. Candidates for this degree are strongly urged to complete at least one year of pre-legal work (see p. 399, below) before entering the Law School, and must maintain an average standing in their law work 10 per cent above the passing mark.

c) *Unclassified students.*—In rare instances students over twenty-one years old who cannot meet the above requirements will be admitted as unclassified students, if the Law Faculty is convinced that their previous training will enable them satisfactorily to pursue the work. Such students are not candidates for a degree.

ADMISSION WITH ADVANCED STANDING IN LAW

Students from other law schools of high grade, who are otherwise qualified to enter the School, will ordinarily receive credit, not exceeding two years in amount, for the satisfactory completion of work done there similar in character

¹ By special permission of the Dean admission may be granted to students who have credit for but 24 majors, but such students must make up the deficiency before obtaining an academic degree from the University. Such permission will ordinarily be granted only in the Autumn Quarter to enable students to take advantage of courses beginning then. (See "The Quarter System," p. 394, above.)

to that required here. The right is reserved to refuse such credit, in whole or in part, save conditionally or upon examination, and credit given may be withdrawn for poor work. (See "Regulations," p. 398, below.)

Candidates for the degree of Bachelor of Laws must be twenty-two years old to be admitted to second-year standing, and twenty-three years old to be admitted to third-year standing. Law work done elsewhere by students while under twenty-one years of age will be credited toward this degree only upon examination.

No credit will be given for work not done in residence at a law school.

ROUTINE OF ENTRANCE

Applications and correspondence should be addressed to JAMES P. HALL, Dean of the University of Chicago Law School, Chicago, Ill. A student from another institution should present his diploma or certificate of graduation; or, if he does not hold a degree equivalent to three years of college work in the University, he should bring a detailed statement of his work. Blank forms for such statements will be sent upon application. All credentials should be presented at the office of the Dean. In cases of doubt, correspondence is invited upon these matters before the student presents himself for admission. Directions for matriculation and registration will be furnished in the Dean's office.

DEGREES

Academic degrees.—The University permits 9 majors (one year) of work in the Law School to be counted toward the degrees of A.B., Ph.B., or S.B. by candidates for the degree of J.D., whether their preceding college work was taken here or elsewhere, provided only that the college work, if done elsewhere, be acceptable for advanced standing, and that the specific requirements as to courses and quality of work done here for the particular degree sought be satisfied in each case. Subject to these requirements, a student admitted with a maximum of 27 majors (three years) of credit from other colleges may obtain a college degree after the completion of one year of law work. A circular stating the specific requirements for college degrees will be sent upon application.

A minimum residence of three quarters in the University is required of candidates for academic degrees, and both an academic and a law degree will not be conferred for less than six quarters of residence.

Law degrees.—The degree of Doctor of Law (J.D.) is conferred upon candidates therefor who are college graduates and have completed the professional course with an average standing 10 per cent above the passing mark. Law credit obtained by examinations taken before a student has taken 24 majors of college work will not be credited toward this degree.

The degree of Bachelor of Laws (LL.B.) is conferred upon candidates therefor who have completed the professional course with an average standing 10 per cent above the passing mark.

To obtain either of the professional degrees it is necessary to complete 27 majors of law work, distributed over nine quarters of law-school residence, of which at least 9 majors of work and three quarters of residence (including the last quarter for which credit is given) must have been at this School and not

counted toward a law degree elsewhere. The work of the first year and the practice courses are required.

Candidates for either of the professional degrees who complete the course with high distinction will receive the degree *cum laude*.

No professional degree will be conferred upon any student markedly deficient in English, and no student may receive both a first academic and a professional degree in the same quarter.

REGULATIONS

Law students who are candidates for an academic degree from the University must conform to the general rules and regulations governing Senior College students.

In any one quarter first-year students may not register for more than 3 majors, nor other students for more than 3½ majors of work without the consent of the Dean.

Students may not take examinations (except to remove conditions or for advanced standing) in more than 10½ majors of resident work in any three consecutive quarters. Examinations upon the work of a former year are counted as of that year.

The work of the first year, the instruction in brief-making and legal argument, and the practice courses are required. The second- and third-year courses are elective and need not be taken in any fixed order.

To obtain credit toward a law degree for any work done in the School, students must pass the regular examinations, which are by printed questions to be answered in writing. Examinations in courses continuing more than one quarter will usually be held only at the completion of the course, and credit for the first part of a course is always provisional until its completion. *No special examinations will be given*, nor will partial credit be allowed for any uncompleted course, or for one in which the student has not passed in the examination. Additional examinations in *first-year subjects only* will be held the last week in September for admission to advanced standing and for the removal of conditions. *Application for admission to these examinations should be made not later than September 15*. Other conditions may be removed or advanced standing obtained at the regular examinations. Two successive conditions in a course or a single grade more than 10 per cent below the passing mark is treated as a failure, and no re-examination in that course is allowed unless it is retaken in class.

Regular attendance at class exercises is required as a condition of receiving credit for work done, and the privilege of membership in the School may be withdrawn for unsatisfactory work or attendance.

PRACTICE, BRIEF-MAKING, AND PUBLIC SPEAKING

To familiarize students with the more generally prevailing rules of procedure in American courts, courses in practice are offered in the second and third years of the curriculum, which include a study of the processes of litigation, and practical exercises in the preparation and trial of cases. Both courses are required of all law students.

The former law clubs have been replaced by a moot court conducted by the School, in which every entering student is given opportunity to obtain some experience in brief-making and legal argument under competent supervision. Systematic instruction is also given in the use of digests and other legal search-books. All of this work is required of first-year students.

The University courses in public speaking and debate are open without extra charge to students of the Law School, and law students are eligible for the University prize debates, and for places upon the intercollegiate debating teams.

ORDER OF THE COIF

The Order of the Coif is a national law-school honor society, founded to encourage scholarship and to advance the ethical standards of the legal profession. Its members are selected during the Spring Quarter each year from the 10 per cent of the third-year class who rank highest in scholarship.

COURSES OF INSTRUCTION, 1915-16

PRE-LEGAL COURSES

Various studies especially valuable in the preliminary education of a lawyer have been designated as "pre-legal courses" and are enumerated below. Though not required, prospective law students are strongly advised to elect at least a year of work (chiefly in the third college year) from this group, and to choose their Junior College electives with this view. Candidates for the degree of LL.B. are also urged to take at least a year of pre-legal work before entering the Law School.

A choice among the courses offered in the University upon the following subjects is particularly recommended:

Principles of Political Economy and Political Science; Constitutional and Political History of the United States; National, Federal, State, and Municipal Government; Constitutional and Political History of England; Oral Debates and Argumentation; Bookkeeping and Accounting; Railway Transportation and Regulation of Rates; Economic and Social History; Finance, Money, and Banking; Financial and Tariff History; Labor and Industry; Organization of Business Enterprise; Introduction to Study of Society; Social Origins; Contemporary Society in the United States; Industrial Groups and Urban Communities; Charities and Social Treatment of Crime; Social Forces in Modern Democracy; Logic and Psychology; Political and Social Ethics.

With the approval of the Dean of the Law School other courses may also be accepted as pre-legal work, especially those offered in the Departments of Political Economy and Political Science, courses in English, American, and modern European history, and courses dealing with modern social and municipal problems. Students who have not had the course in Civil Government in the United States, or who have not completed the English composition required in the Junior Colleges, should take these before entering the Law School.

NOTE.—For detailed information concerning the above-mentioned courses, see the announcements of the Departments of Political Economy, Political Science, History, and Sociology in this *Register*, or in the Circular of the Social Science Group, which will be sent upon application to the UNIVERSITY OF CHICAGO.

PROFESSIONAL COURSES

[The credit-value of courses of instruction is reckoned in majors and minors. Mj. = Major course, four hours weekly for one quarter. M. = Minor course, four hours weekly for one term. DM. = Double Minor course, eight hours weekly for one term. Twelve hours a week is full work. Many of the courses continue through more than one quarter, and for these no partial credit will ordinarily be given. Credit for the first part of a course is provisional until its completion.]

FIRST-YEAR COURSES

[The work of the first year is required.]

1A. Contracts I.—Mutual assent and its communication; offers and their expiration or revocation; consideration; requisites of contracts under seal; rights of beneficiaries; joint and several contracts. Williston, *Cases on Contracts*, Vol. I. Mj. Autumn, PROFESSOR MOORE. (Two sections.)

1B. Contracts II.—Alternative contracts; conditional contracts; illegality, impossibility; discharge of contracts or causes of action arising thereupon by rescission, novation, accord and satisfaction, release or other means. Williston *Cases on Contracts*, Vols. I (part) and II. Mj. Winter, PROFESSOR COOK.

2. Torts.—Trespass to person and to property; excuses for trespass; conversion; negligence; legal duties; statutory torts; legal cause; contributory and imputed negligence; contributory illegality; possessory duties; acting at peril; liability for animals; deceit; defamation: slander, libel, privilege, malice; right of privacy; malicious prosecution; interference with social and business relations: inducing breaches of duty, fair and unfair competition, strikes, boycotts, business combinations. Ames and Smith, *Cases on Torts* (ed. of 1909-10), Vols. I and II. 1½Mjs. Autumn; Winter, First Term (five hours); and Second Term (two hours), PROFESSOR HALL. (Two sections in Autumn.)

3. Property.—Real property: tenure, seisin, disseisin, adverse possession, prescription; livery of seisin, fines and recoveries, releases, surrenders, conveyances under statute of uses; description of property; size of estates; creation of easements and profits; covenants for title; execution of deeds; estoppel; priority, notice, and record. Personal property: distinction between real and personal property; acquisition of rights; gift; bailment; lien; pledge; fixtures; emblements. Gray, *Cases on Property* (2d ed.), Vols. I and III, with selected cases. 1½Mjs. Autumn (five hours); and Winter, First Term, PROFESSOR BIGELOW. (Two sections in Autumn.)

3A. Property.—Distinction between real and personal property. Real property: tenures; estates; seisin and conveyance; statute of uses; profits; natural rights; easements; covenants at law as to use of lands. Gray, *Cases on Property* (2d ed.), Vols. I and II. DM. Summer, First Term, PROFESSOR BIGELOW.

4. Agency.—Nature of relation; appointment; liabilities of principal: torts, contracts, crimes, admission; liabilities of agent; parties to writings; undisclosed principal; obligations between principal and agent; delegation of agency; termination of agency; ratification. Wambaugh, *Cases on Agency*. 1½Mjs. Winter, Second Term; and Spring, PROFESSOR MACHEM.

60. Criminal Law.—The criminal act; criminal attempts; consent; criminal intent, specific and constructive; circumstances affecting intent: justification; parties in crime: agency, joint principals, accessories; jurisdiction over crimes; crimes against the person, especially murder and manslaughter; larceny and kindred offenses. Beale, *Cases on Criminal Law* (2d ed.). DM. Summer, Second Term, PROFESSOR KEEDY; 1½Mjs. Winter, Second Term (two hours); and Spring, PROFESSOR COOK.

80. Common Law Pleading.—Forms of action, including their scope, necessary allegations, and methods of pleading defenses; demurrers for defects in form, dilatory defects, and defects in substance; defaults; pleas: dilatory, to capacity, and in bar by way of traverse or confession and avoidance; cross demands; replications and further pleadings; amendments. Whittier, *Cases on Common Law Pleading*, and Ames, *Cases on Pleading* (ed. of 1905). Mj. Spring (five hours), PROFESSOR HINTON.

SECOND- AND THIRD-YEAR COURSES

[These courses are elective, and need not be taken in any fixed order. Students are advised to postpone starred (*) courses to the third year. The practice courses are required.]

7. Persons.—Husband and Wife: marriage and divorce; incidents of marital relation as between spouses and against third parties; husband's liability for torts and contracts of wife; incapacities of wife; statutory changes in common law. Parent and Child: custody; support; earnings and services; parental rights against third parties; parental liability for torts of or to children. Infants: contracts and conveyances: necessities, affirmance, disaffirmance, restoration of benefits, particular obligations; torts; crimes. Kales, *Cases on Persons*, with Vernier's *Supplement*. Mj. Spring, PROFESSOR HALL.

[Omitted in 1915-16 and in alternate years thereafter.]

9. Damages.—Exemplary, liquidated, nominal, direct, and consequential damages; avoidable consequences: counsel fees; certainty; compensation; physical and mental suffering; aggravation and mitigation; value; interest; special rules in certain actions of tort and contract. Beale, *Cases on Damages* (2d ed.). DM. Summer, Second Term, PROFESSOR MOORE; Mj. Spring, PROFESSOR HALL.

[Given in 1915-16 and in alternate years thereafter.]

14. Title to Real Estate.—Essentials of a deed; signing, sealing, delivery; priority, notice, and record; leases; covenants for title; estoppel; the property conveyed; original acquisition; acquisition by lapse of time. Gray, *Cases on Property* (2d ed.), Vol. III, and selected cases. Mj. Summer, PROFESSOR FREUND; Mj. Spring, PROFESSOR BIGELOW.

[Not open to those who have credit for course 3 in 1915-16. Subject-matter will be changed in 1916-17.]

15. Wills and Administration.—Intestate succession; dispositions in contemplation of death; testamentary capacity; execution, alteration, revocation, and revival of wills; probate; executors and administrators; survival of rights and liabilities; priority of claims; assets; payment of legacies and distribution, ademption, and lapse of legacies. Costigan, *Cases on Wills*. Mj. Autumn, PROFESSOR FREUND.

16. Future Interests.—Life estate, fee, and fee tail; contingent remainders and executory devises; powers; rule against perpetuities; conditions; restraints on alienation; joint ownership; curtesy; dower. Gray, *Cases on Property* (2d ed.), Vols. V and VI (part). Mj. Autumn, PROFESSOR FREUND.

19. Mining and Water Rights.—Mining: location of lode claims; preservation and loss of location; relocation; tunnel claims; placer claims; extra-lateral rights; cross veins and veins uniting on the dip; proceedings to obtain patent. Water Rights and Irrigation: water rights at common law; other systems of law as to use of water; the doctrine of appropriation; basis and nature of right acquired; requisites of appropriation; priorities; transfer and extinguishment of water rights. Costigan, *Cases on Mining Law*, and selected cases on Water Rights. DM. Summer, Second Term.

[Omitted in 1915-16 and in alternate years thereafter.]

20. Equity I.—Nature of jurisdiction; specific performance of contracts: affirmative contracts; negative contracts; third persons; legal consequences of right of specific performance; partial performance; consideration; marketable title; statute of frauds; plaintiff's conduct as a defense; mistake; hardship; mutuality. Ames, *Cases in Equity Jurisdiction*, Vol. I (part). Mj. Winter, PROFESSOR COOK.

21. Equity II.—Bills for an account; specific reparation and prevention of torts: waste; trespass; disturbance of easements; nuisance; interference with business relations; libel; monopoly rights: patent; copyright; franchises. Ames, *Cases in Equity Jurisdiction*, Vol. I (part). M. Summer, First Term, PROFESSOR SCOTT; ‡Mj. Winter (two hours), PROFESSOR HINTON.

22A-B. Equity III (including Quasi-Contracts).—A: Interpleader; bills of peace; bills *quia timet*: cancellation of contracts, cloud on title, perpetuation of testimony, rights of future enjoyment. **B:** Reformation and rescission of contracts, restitution, at law (quasi-contracts) and in equity: mistake; fraud, misrepresentation, concealment; duress and undue influence; illegality; benefits received without contract; benefits received under contract unperformed on account of impossibility, illegality, statute of frauds, or inexcusable default. Selected cases (in preparation). Mj. Spring, PROFESSOR COOK.

[Part A omitted in 1915-16.]

24. Trusts.—Nature and requisites of a trust; express, resulting, and constructive trusts; charitable trusts; appointment and office of trustee; nature of *cestui's* interest; transfer of trust property by trustee or by *cestui*; *cestui's* interest as affected by death, marriage, or bankruptcy of trustee or *cestui*; duties of trustee; extinguishment of trust; removal or resignation of trustee; accounting; assignment of choses in action. Ames, *Cases on Trusts* (2d ed.). 1½Mjs. Summer, First Term (eight hours) and Second Term (four hours), PROFESSOR SCOTT; 1½Mjs. Autumn, and Winter, First Term, PROFESSOR COOK.

30. Suretyship.—Kinds of suretyship; statute of frauds; surety's defenses due to original defects in his obligation or its subsequent discharge; surety's right of subrogation, indemnity, contribution, or exoneration; creditor's right to surety's securities. Ames, *Cases on Suretyship*. ½Mj. Spring (three hours), PROFESSOR MOORE.

[Omitted in 1915-16 and in alternate years thereafter.]

31. Mortgages.—Essential elements of legal and equitable mortgages; rights of mortgagor and mortgagee at law and in equity: title, possession, dower, curtesy, waste, priorities, collateral agreements, foreclosure, redemption, extension, assignment, and discharge of mortgages. Kirchwey, *Cases on Mortgage*. DM. Summer, First Term; ½Mj. Spring (three hours), PROFESSOR MOORE.

[Given in 1915-16 and in alternate years thereafter.]

40. Sales.—Subject-matter of sale; executory and executed sales; bills of lading and *jus disponendi*; stoppage *in transitu*; fraud; factors' acts; warranty and remedies for breach of warranty; statute of frauds. Williston, *Cases on Sales* (2d ed.). 1½Mjs. Winter, Second Term, and Spring, PROFESSOR MECHEM.

41. Bills and Notes.—Formal requisites; acceptance; indorsement; transfer; purchase for value without notice; overdue paper; extinguishment; obligations of parties; checks; diligence: presentment, dishonor, protest, notice; the Negotiable Instruments Law. Ames, *Cases on Bills and Notes*, Vols. I and II. 1½Mjs. Winter, Second Term, and Spring, PROFESSOR MOORE.

42. Public Service Companies and Carriers.—Nature of public employment; its rights and duties; railroads and canals; telegraph and telephone; light and water companies; irrigation and drainage; inns and warehouses. Common carriers of goods and persons; liability; limitation of liability; bills of lading; stoppage *in transitu*; connecting carriers; actions against carriers; tickets; baggage; compensation and lien. Wyman, *Cases on Public Service Companies* (2d ed.). ½Mj. Autumn (two hours), and Winter, First Term (two hours), MR. OLIPHANT.

44. Insurance.—Fire, life, and accident insurance, with respect to: insurable interest; concealment; misrepresentation; warranties; other causes of invalidity of contract; amount of recovery; subrogation; conditions; waiver, estoppel, election, and powers of agents; assignees and beneficiaries. Wambaugh, *Cases on Insurance*. ½Mj. Winter (three hours), PROFESSOR BIGELOW.

50. Partnership.—Nature of a partnership, its purposes, and members; creation of partnership; nature of partner's interest; firm name and good-will; mutual rights and duties of partners; actions between partners, at law and in equity; powers of partners; liability of partners; dissolution; notice; consequences of dissolution; debts; distribution of assets; limited partnerships. Mechem, *Cases on Partnership* (3d ed.). 1½Mjs. Autumn, and Winter, First Term (two hours), PROFESSOR MECHEM.

***51. Private Corporations.**—Nature of a corporation and relation to its stockholders; its creation; stock subscriptions; promoters; interpretation of charters; formalities of contracts; powers and duties of directors; rights of stockholders; dividends; transfer of stock; forfeiture of charters; corporate liability; *ultra vires* transactions; rights and remedies of creditors; preferences; stockholders' liability; intercorporate relations; purchase by a corporation of its own stock; dissolution. Richards, *Cases on Corporations*. 1½ Mjs. Autumn, and Winter, First Term, PROFESSOR MECHEM.

***52. Bankruptcy.**—Jurisdiction of the United States and the states; who may be a bankrupt; who may be petitioning creditors; acts of bankruptcy; what property passes to the trustee; provable claims; protection, exemption, and discharge. Williston, *Cases on Bankruptcy*. ½ Mj. Autumn (three hours), MR. OLIPHANT.

63. Constitutional Law I.¹—Making and changing constitutions; function of judiciary in enforcing constitutions; separation and delegation of powers of government; personal liberty; interstate privileges and immunities of citizens; operation of fourteenth amendment; due process and equal protection of law; procedure, police power, taxation; eminent domain; protection to persons accused of crime. Hall, *Cases on Constitutional Law*. DM. Summer, First Term; Mj. Winter, PROFESSOR HALL.

***64. Constitutional Law II.**¹—General scope of powers of federal government; money, banking, postal, and military powers; citizenship and suffrage; foreign relations, Indians, aliens; territories, dependencies, new states; federal taxation; regulation of commerce; inter-governmental relations; state laws impairing obligations of contracts; retroactive civil laws; jurisdiction of federal courts. Hall, *Cases on Constitutional Law*. [Course 63 is not a prerequisite.] Mj. Spring, PROFESSOR HALL.

65. Municipal Corporations.¹—General nature; creation, alteration, dissolution; legislative control; internal organization; powers: general, legislative, police, taxation, contracts, property; liability: contracts, quasi-contracts, torts in general, negligence in performance of various functions; enforcement of judgments against. Beale, *Cases on Municipal Corporations*. Mj. Winter, PROFESSOR MOORE.

[Given in 1915-16 and in alternate years thereafter.]

67. Administrative Law and Officers.¹—Administrative power and action: discretion; form and proof of official acts; notice: hearing and evidence; execution. Relief against administrative action: action to recover damages; specific relief (extraordinary legal remedies); jurisdiction, conclusiveness, and judicial control. Freund, *Cases on Administrative Law*. Mj. Winter, PROFESSOR FREUND.

[Omitted in 1915-16 and in alternate years thereafter.]

68. Statutes.¹—Formal requirements: methods of legislation; principles of drafting; scope and effect; principles of construction; legislative history. Selected cases and assigned problems. Mj. Summer, PROFESSOR FREUND.

69. Principles of Legislation.¹—Mj. Winter, PROFESSOR FREUND.

[See announcement of Department of Political Science.]

***70. Conflict of Laws.**—(1) Jurisdiction: sources of law and comity; territorial jurisdiction; jurisdiction *in rem* and *in personam*; (2) remedies, rights of action, and procedure; (3) creation of rights: personal rights; rights of property; inheritance; obligations *ex delicto* and *ex contractu*; (4) recognition and enforcement of rights: personal relations; property; inheritance; administration of estates; judgments; obligations. Beale, *Cases on Conflict of Laws*, Vols. I, II, and III. 1½ Mjs. Winter, Second Term, and Spring, PROFESSOR BIGELOW.

71. International Law.¹—Mj. Autumn, PROFESSOR JUDSON.

[See announcement of Department of Political Science.]

¹ Not credited toward a law degree if taken before courses 1, 2, and 3.

81. Code Pleading.—Actions and special proceedings; the complaint, including necessary allegations, method of statement, and prayer for relief; answers, including general and special denials, new matter, equitable defenses, counter claims, and union of defenses; replies; demurrers. Hinton, *Cases on Code Pleading*, and Ames, *Cases on Pleading* (ed. of 1905). [Course 80 (see p. 400) is a prerequisite.] ½Mj. Autumn (three hours), PROFESSOR HINTON.

82. Equity Pleading.—Bills in equity, including parties, general requisites, and multifariousness; disclaimer and default; demurrers; pleas; answers; replications; cross bills; amendments. Thompson, *Cases on Equity Pleading and Practice*. [Course 80 (see p. 400) is a prerequisite.] ½Mj. Spring (two hours), PROFESSOR HINTON.

86. Evidence.—Nature of evidence; the jury; judicial notice; burden of proof; presumptions; admissions; law and fact; rules of exclusion: misleading or unimportant matters, character evidence, confessions, hearsay, with their exceptions; opinion evidence; real evidence; writings, including proof of execution and contents, and the "parol evidence" rule; competency, privilege, and examination of witnesses. Thayer, *Cases on Evidence* (2d ed.). 1½Mjs. Autumn; Winter, First Term, and Second Term (two hours), PROFESSOR HINTON.

PRACTICE COURSES

90. Practice I.—Jurisdiction *in personam* and *in rem*; service and return of process; appearance; filing and settling pleadings; amendments; defaults, setting aside, and proceedings to final judgment; qualification and selection of jury; function of the court and jury; non-suits and directed verdicts; instructions or charge to the jury; verdicts; special interrogatories; trials without jury; motions for new trials; bills of exceptions; writs of error and statutory appeals. DM. Summer, Second Term; ½Mj. Winter, Second Term (two hours), and Spring (two hours), PROFESSOR HINTON.

[Required of second-year students.]

***91. Practice II.**—Practical exercises: commencement of actions; use of motions and demurrers; pleadings to issue and amendments; preparation for trial; trial of issues of fact, with and without jury; settling instructions; exceptions; return and entry of verdicts; motions for new trial and in arrest of judgment; entry of judgment; settling and allowance of bills of exceptions; writs of error; transcripts of the record; assignments and joinder in error; briefs and argument. ½Mj. Autumn (three hours), PROFESSOR HINTON.

[Required of third-year students.]

NON-CREDIT COURSES

Copyright Law. MR. REED.

Trademark Law. MR. REED.

Admiralty Law. MR. KREMER.

Legal Ethics. MR. FREEMAN.

Use of Law Books (with practical exercises). MR. SCHENK.

[Required of first-year students.]

Brief-Making and Legal Argument (with practical exercises). MR. OLIPHANT.

[Required of first-year students.]

III. THE COURSES IN MEDICINE AND PREPARATORY TO MEDICINE

OFFICERS OF MEDICAL INSTRUCTION AND ADMINISTRATION

HARRY PRATT JUDSON, A.M., LL.D., President of the University.

ROBERT RUSSELL BENSLEY, A.B., M.B., Professor of Anatomy.

FRANK BILLINGS, Sc.D., M.D., Professor of Medicine.

LUDVIG HEKTOEN, Sc.D., M.D., Professor and Head of the Department of Pathology.

CHARLES JUDSON HERRICK, Ph.D., Professor of Neurology.

EDWIN OAKES JORDAN, Ph.D., Professor of Bacteriology and Chairman of the Department of Hygiene and Bacteriology.

FRANK RATTRAY LILLIE, Ph.D., Professor of Embryology and Chairman of the Department of Zoölogy; Director of the Marine Laboratory, Woods Hole, Mass.

HERBERT NEWBY MCCOY, Ph.D., Professor of Chemistry.

ALBERT PRESCOTT MATHEWS, Ph.D., Professor of Physiological Chemistry.

ALBERT ABRAHAM MICHELSON, Ph.D., Sc.D., LL.D., Professor and Head of the Department of Physics.

†JOHN ULRIC NEF, Ph.D., Professor and Head of the Department of Chemistry.

JULIUS STIEGLITZ, Ph.D., Professor of Chemistry; Director of Analytical Chemistry.

MARION TALBOT, A.M., LL.D., Professor of Household Administration; Dean of Women.

HARRY GIDEON WELLS, A.M., M.D., Ph.D., Professor of Pathology; Dean in Medical Work.

SAMUEL WENDELL WILLISTON, M.D., Ph.D., Professor of Paleontology.

ARTHUR DEAN BEVAN, M.D., Professorial Lecturer on Surgery.

JOHN MILTON DODSON, A.M., M.D., Professorial Lecturer on Medicine; Dean of Medical Students.

WALTER STANLEY HAINES, A.M., M.D., Professorial Lecturer on Toxicology.

EPHRAIM FLETCHER INGALS, A.M., M.D., Professorial Lecturer on Medicine.

JOHN CLARENCE WEBSTER, M.D., F.R.C.P. (Edin.), Professorial Lecturer on Obstetrics and Gynecology.

ANTON JULIUS CARLSON, Ph.D., Associate Professor of Physiology.

CHARLES MANNING CHILD, Ph.D., Associate Professor of Zoölogy.

WILLIAM DRAPER HARKINS, Ph.D., Associate Professor of Chemistry.

BASIL C. H. HARVEY, A.B., M.B., Associate Professor of Anatomy.

HORATIO HACKETT NEWMAN, Ph.D., Associate Professor of Zoölogy.

WILLIAM LAWRENCE TOWER, Ph.D., Associate Professor of Embryology.

† Deceased.

GEORGE WILLIAM BARTELMEZ, Ph.D., Assistant Professor of Anatomy.
FRANK CHRISTIAN BECHT, Ph.D., Assistant Professor of Physiology and Pharmacology.

EDWARD VAIL LAPHAM BROWN, S.B., M.D., Assistant Professor of the Pathology of the Eye.

ELBERT CLARK, S.B., Assistant Professor of Anatomy.

NORMAN MACLEOD HARRIS, M.B., Assistant Professor of Bacteriology.

FRED CONRAD KOCH, M.D., Assistant Professor of Physiological Chemistry.

PRESTON KYES, A.M., M.D., Assistant Professor of Preventive Medicine.

DAVID JUDSON LINGLE, Ph.D., Assistant Professor of Physiology.

ARNO BENEDICT LUCKHARDT, S.M., Assistant Professor of Physiology.

ROBERT RETZER, M.D., Assistant Professor of Anatomy.

HERMANN IRVING SCHLESINGER, Ph.D., Assistant Professor of Chemistry.

HAROLD STANARD ADAMS, Ph.D., Instructor in Physiological Chemistry.

ARTHUR B. CARTER, Ph.D., Curator in Chemistry.

JOHN WILLIAM EDWARD GLATTFELD, Ph.D., Research Instructor in Chemistry.

OSCAR FRED HEDENBURG, A.B., Research Instructor in Chemistry.

PAUL GUSTAV HEINEMANN, Ph.D., Instructor in Bacteriology.

EDWIN FREDERICK HIRSCH, A.M., Instructor in Pathology.

HARRIET FAY HOLMES, A.B., Special Instructor in Pathological Technique.

LEMUEL CHARLES RAIFORD, Ph.D., Instructor in Chemistry.

CHARLES HENRY SWIFT, S.B., M.D., Instructor in Anatomy.

SHIRO TASHIRO, Ph.D., Instructor in Physiological Chemistry.

ETHEL MARY TERRY, Ph.D., Instructor in Chemistry.

MORRIS MILLER WELLS, Ph.D., Instructor in Zoölogy.

STANLEY DAVIS WILSON, A.M., Instructor in Quantitative Analysis.

HENRY B. BASINGER, S.B., Associate in Physiology.

GEORGE THOMAS CALDWELL, S.M., Associate in Pathology.

LEWIS VICTOR HEILBRUNN, Ph.D., Associate in Zoölogy.

JOHN WOOD MACARTHUR, A.M., Associate in Zoölogy.

RAYMOND DAVID MULLINIX, S.B., Associate and Lecture Assistant in Chemistry.

PERCIVAL BAILEY, S.B., Assistant in Anatomy.

JOSEPH O. BALQAR, S.B., Assistant in Physiological Chemistry.

WESLEY C. BECKER, S.B., Laboratory Assistant in Zoölogy.

RALPH LYMAN BROWN, A.B., Assistant in General Chemistry.

GEORGE EMANUEL BURGET, S.B., Assistant in Physiology.

SIDNEY MARSH CADWELL, S.B., Research Assistant in Chemistry.

WILLIAM ERNEST CARY, S.B., Assistant in Bacteriology.

OSCAR JACOB ELSESSER, S.B., Laboratory Assistant in Pathology.

LAWRENCE MELVIN HENDERSON, S.M., Assistant in General Chemistry.

BENJAMIN HARRY HAGER, Assistant in Pharmacology.

LEO LOUIS JOHN HARDT, S.B., Assistant in Physiology.

HARRY LEE HUBER, S.B., Research Assistant in Pathology.

——, Assistant in General Chemistry.

LIBBIE HENRIETTA HYMAN, S.B., Assistant in Zoölogy.

AUGUST JOHNSON, Mechanical Assistant in Physiology.

LOUIS HENRY KORNDER, A.B., Assistant in Anatomy.
———, Assistant in Physical Chemistry.
SIEGFRIED MAURER, S.B., Assistant in Physiological Chemistry.
CARL RICHARD MOORE, A.M., Assistant in Zoölogy.
JEANNETTE BROWN OBENCHAIN, Ph.B., Technical Assistant in Anatomy.
———, Assistant in General Chemistry.
RENÉ DE POYEN, Assistant in Organic Chemistry.
EVA ORMENTA SCHLEY, Ph.D., Assistant in Physiology.
JOHN GEORGE SINCLAIR, S.B., Assistant in Zoölogy.
LEROY HENDRICK SLOAN, S.B., Assistant in Physiology.
RALPH KEMPTON STRONG, A.M., Assistant in Chemistry.
HARRY CLYDE TRIMBLE, A.B., Assistant in Chemistry.
CHARLES EDWARD WATTS, S.B., Assistant in Anatomy.
ERNEST DANA WILSON, S.B., Assistant in General Chemistry.

FELLOWS APPOINTED FOR 1915-16

IN THE DEPARTMENT OFFERING MEDICAL COURSES AT THE
UNIVERSITY OF CHICAGO

LESTER ARONBERG, S.B., Chemistry.
JAMES WILLIAM BUCHANAN, S.B., Zoölogy.
CATHARINE LINES CHAPIN, A.B., Zoölogy.
QUAESITA CORNWELL DRAKE, A.B., A.M., Chemistry.
EMANUEL BERNARD FINK, S.B., Pathology.
LEO FINKELSTEIN, S.B., Chemistry.
RALPH EDWIN HALL, S.M., A.M., Chemistry.
MILTON THEODORE HANKE, S.B., Chemistry.
JOHN MÖLLER JANSON, S.M., Physiology.
CARL VERNON LYNCH, Physiological Chemistry.
LLOYD KENDRICK RIGGS, S.B., Physiological Chemistry.
WILLARD ALLEN ROBERTS, S.B., Chemistry.
JOHN EDWARD SCHOTT, S.B., Chemistry.
GEORGE FRED SUTHERLAND, A.M., Physiology.
RICHARD WATKIN WATKINS, S.B., Anatomy.
CHARLES EDWARD WATTS, S.B., Pathology.

INTRODUCTORY STATEMENT

For several years the University of Chicago has offered courses suitable for students who were preparing to undertake medical work, and also in several of the subjects usually included in the first two years of a medical college curriculum. In 1899 provision was made for courses in Practical Anatomy and under the arrangement of affiliation with Rush Medical College the University offered, during the session of 1899-1900, courses corresponding to all of the work of the Freshman year of that institution. Since June 19, 1901, the University offers instruction in all of the subjects of the first two years of the medical curriculum; namely, in Anatomy, both gross and microscopic, Neurology, Embryology, Physiology, Physiological Chemistry, Inorganic, Organic, and Analytical Chemistry, Toxicology, Pathology, Hygiene, Bacteriology, Pharmacology, Experimental Therapeutics, and Psychology. The student who has completed this

work will be prepared to enter directly upon the clinical work, that is to say, the work of the third and fourth years of the medical school. All of the work of the first two years of Rush Medical College is offered at the University only. Students taking this work at the University will matriculate and register as students of Rush Medical College and likewise as students of the University. There will be no extra fee for such registration at the College.

Students are admitted to the Medical Courses who comply with the requirements for admission to the Junior Colleges of the University of Chicago, corresponding to the requirements for admission to the Freshman year of an institution of equal rank, and who have had, in addition, two years (eighteen majors) of college work. This preparation should include a thorough course in Mathematics, in German or French, and in Physics, Chemistry, and Biology. *Every student, however, should complete a four years' college course before entering the Medical School, if his age and other circumstances make it possible for him to do so.*

Students entering the Medical Courses who have not had the full amount of Physics, Chemistry, or Biology required for admission, and students seeking admission to advanced standing from other medical schools, are strongly advised to enter at the beginning of the Summer Quarter.

The number of students admitted to the Medical Courses will be limited to 100 in each class.

Attention is called to the fact that courses are offered in the Departments of Arts, Literature, and Science of the University in all the branches of a liberal education, and a medical student may take work in these branches by attendance during additional quarters or to a limited extent by extra work during his attendance upon the Medical Courses. Students desiring to take work of this character should consult with the Dean of Medical Students. Students may apply their credits in medical courses as Senior College electives for the Bachelor's degree.

LABORATORIES, EQUIPMENT, AND LIBRARIES

The medical instruction is given in the Anatomical, Physiological, and Zoölogical Laboratories, the Howard Taylor Ricketts Laboratory for Pathology and Bacteriology, and in Kent Chemical Laboratory. For a description of these laboratories and their equipment, and for information concerning the General Library and departmental libraries, see Part V of this *Register*.

GENERAL INFORMATION

FELLOWSHIPS AND SCHOLARSHIPS

(UNIVERSITY OF CHICAGO)

The Fellowships and Scholarships of the University are open to medical students on the same conditions as to other students of the University. A complete statement of these conditions, and of the value of the Fellowships and Scholarships, is given on pp. 88 and 119 of this *Register*.

FELLOWSHIPS, HOSPITAL INTERNES, AND PRIZES

(RUSH MEDICAL COLLEGE)

A detailed statement of the fellowships, internships, and prizes open to students of Rush Medical College is given in the annual *Circular of Information*, which may be had on application.

FEES FOR MATRICULATION, TUITION, DEPOSITS, AND APPARATUS

1. *Matriculation fee.*—(a) The matriculation fee is \$5.00, and is required of every student on entrance to the University. It is payable but once. (b) A medical student will also matriculate as a student of Rush Medical College. No extra fee is charged, and the matriculation is good for the complete Medical Course, including the clinical years. (c) An undergraduate student, candidate for a Bachelor's degree, who wishes to take the Medical Course as a part of the work for the Bachelor's degree will matriculate also as a student of Rush Medical College at the beginning of the first year of his work in the Medical Course. No extra fee is charged, and the matriculation is good for the complete Medical Course, including the clinical years.

NOTE.—Matriculation for Rush Medical College can be accomplished at the University through the Dean of Medical Students.

2. *Tuition fee.*—(a) The tuition fee for the Medical Courses (3 to 3½ majors each quarter) is \$60.00 per quarter, including all laboratory fees.

Under the medical-practice acts and the rules of the medical examining boards of most of the states of this country, an applicant for a license to practice must have attended at least four annual sessions in a recognized medical school. Therefore, a student taking the Medical Courses with a view to procuring the degree of M.D. must matriculate as a *medical student* at least forty-five months before the date of his expected graduation in medicine. From the date of such matriculation he is required to pay the tuition fee for the Medical Courses, whether he is registered as a Senior College student, a graduate student, or as a Medical Course student.

In order that a graduate student, Senior or Junior College student, may have his work counted toward the M.D. degree, he must be matriculated as a student of Rush Medical College and must each quarter secure from the Dean of Medical Students a card of advice as to registration, and must present this card to his own Dean on registering with him.

NOTE.—A student who is taking the medical courses with no intention of securing the medical degree, may, if he prefers, pay the usual University fee of \$40 per quarter, with additional laboratory fees as follows: \$5 for a major course and \$2.50 for a minor course.

(b) Students taking two majors or less will pay \$20.00 per major. (c) All tuition and laboratory fees are due and payable on or before the *first day of each quarter*. All fees are payable to the Cashier, Press Building, Room 1.

Registration is not complete until all University bills are paid. Those who fail to meet this obligation within the first five days of the quarter are not regarded as members of the University. After the fifth day, to secure membership in the University the consent of the Dean and the payment of a fee of \$5.00 for late registration will be required.

3. *Deposits.*—(a) A deposit of \$5.00 is required from each student to cover the cost of unnecessary damage in the University buildings and of avoidable loss and breakage in the laboratories. The deposit must be made on entering the University. Deductions will be made from this deposit to cover the cost of articles not returned or of damage to University property. Each student will be charged for damage or loss for which he is individually responsible, and for his *pro rata* share of damage or loss, the responsibility for which cannot be individually located. The balance will be refunded. (b) Each student who procures a skeleton from the Osteological Laboratory will deposit \$12.00 for the same, which sum will be refunded when the skeleton is returned uninjured.

4. *Microscopic and other laboratory apparatus and supplies.*—(a) A compound microscope is required for most of the medical courses. Every student is strongly advised to purchase a good microscope, with an immersion lens, in order that he may become familiar with the same instrument which he will use after his graduation. Students not possessing a microscope may rent one from the University Supply Department, at a cost of \$1.50 per quarter for a compound microscope, and \$1.00 additional for an immersion lens. (b) Students doing laboratory work in the department of Zoölogy, Anatomy, Physiology, Botany, Bacteriology, and Pathology are required to purchase a laboratory and breakage ticket at the office of the Cashier and file the same at the laboratory supply store, Room 10, Botany Building. (c) Students taking courses in Chemistry are required to purchase Chemistry coupon tickets. Unused portions of coupon tickets are refunded. (d) The necessary textbooks may be purchased at the University Press. (e) All students taking courses in the Department of Physical Culture are required to provide themselves with a gymnasium suit for use in the gymnasium. The cost of such a suit is about \$4.00.

ROOMS, BOARD, AND GENERAL EXPENSES

For information concerning rooms, board, and general expenses, see p. 86 of this *Register*.

The following table will furnish an estimate of the annual expenses for thirty-six weeks of a medical student in the University. See also p. 87.

	Lowest	Average	Liberal
University bill, tuition*.....	\$180.00	\$180.00	\$180.00
Rent and care of room.....	60.00	106.00	225.00
Board.....	135.00	162.00	225.00
Laundry.....	15.00	25.00	35.00
Textbooks and stationery.....	10.00	20.00	50.00
Total.....	\$400.00	\$492.00	\$715.00

* Medical students attending the first quarter must pay the matriculation fee of \$5 to the University.

ADMISSION TO THE MEDICAL COURSES

ROUTINE OF ENTRANCE

Applications should be addressed to THE UNIVERSITY OF CHICAGO, Chicago, Ill. When presenting himself for admission to the University the student should bring his *admission credits* (see p. 93), if he is entering the Medical Course at its beginning; his *letter of dismissal* and an official statement concerning his previous work, if he is entering with advanced standing from another institution; and his *diploma*, if he is applying for admission to a Graduate School.

These documents should be presented at the office of the Dean of Medical students, Cobb Lecture Hall. Detailed directions will be furnished in the Dean's office as to the mode of matriculating and registering for courses of instruction desired.

GENERAL REGULATIONS

Students are admitted to the Medical Courses: (1) *As Undergraduate Students* (candidates for a Bachelor's degree, S.B., A.B., or Ph.B.). (2) *Graduates* of the University of Chicago, or of other universities or colleges of good standing, are admitted to the Medical Courses as medical students; they are allowed all

the privileges of the members of the Graduate Schools of the University. (3) In addition to students in regular standing, provision is made for the admission to the University of undergraduate students not seeking degrees. Such students are known as *Unclassified Students*. They may register for medical subjects, but they are not candidates for the M.D. degree until they have fulfilled the requirements for admission.

1. *Admission.*—(a) Each student must present to the Faculty certificates of good moral character, signed by at least two physicians of good standing in the state in which the applicant last resided. Blank certificates for this purpose may be had on application to the Dean. (b) He must be able to comply with the requirements for admission to the Medical Courses of the University of Chicago (see p. 368). In brief, they consist of a four-year high-school course, plus two years of college work, which must have included College Physics, General Chemistry, and Biology, and a reading knowledge of German or French. (c) He will matriculate and register as a student of Rush Medical College as well as of the University at the beginning of his course. Such matriculation and registration is accomplished at the University without extra fee.

2. *Medical Courses as undergraduate work in the course for a Bachelor's degree.*—(a) The first two years' work in Medicine may be taken as the third and fourth years of the Bachelor of Science course, or, in very large part, of the course for the degree of A.B. or Ph.B.

Students who wish to enter college and prepare to take the medical work as part of their Baccalaureate course may enter at the beginning of the Junior College course (first college year) or at any further stage of advancement.¹ (b) Each student must comply with 1 (a). (c) In order to comply with the rules of the Medical Examining Boards of several states, a student will matriculate with the Dean of Rush Medical College (at the University) at the beginning of his work in Medicine. He will consult with the Dean of Medical Students each quarter in regard to his work, and take a card of advice to the Dean of the Senior Colleges, with whom the student will continue to register until he receives a Bachelor's degree. *Credit will not be given toward the M.D. degree unless the student complies with this regulation.*

3. *Admission as a graduate student.*—(a) Admission to the Graduate Schools of the University is granted (1) to those who have been graduated from the Colleges of the University of Chicago with the degree A.B., Ph.B., or S.B.; (2) to those holding Baccalaureate degrees from other institutions of good standing. (b) Application for admission in the case of students not graduates of the University should be accompanied by testimonials as to character and scholarship. Such testimonials should take the form of diplomas, written or printed theses, or satisfactory evidence in some other form of the student's fitness for admission. (c) A graduate student taking the Medical Courses must comply with 1 (a) and 1 (c). He will consult each quarter with the Dean of Medical Students, and will take a card of advice from him to the Dean of the Graduate School, with whom

¹ A student desiring to enter the course as a candidate for the S.B., A.B., or Ph.B. degree is requested to consult pp. 111-14 of this *Register*, where a complete statement is given of the requirements for the college degrees and of the conditions for admission to advanced standing in the Colleges. He is also invited to enter into correspondence upon the subject with the Dean of the Senior Colleges, the University of Chicago, Chicago, Illinois.

the student will register. *Credit will not be given toward the M.D. degree unless the student complies with this regulation.*

4. *Unclassified students.*—Candidates for admission to the University as Unclassified Students (1) must be at least twenty-one years of age; (2) must show good reason for not entering upon a regular course; (3) *must take the entrance examinations of the departments in which they wish to work*; (4) must satisfy the Dean and the particular instructors under whom they desire to study that they are prepared to carry the courses elected.

Unclassified students conform to all regulations of the University, and having been admitted, their continuance depends on the maintenance of a satisfactory standing.

NOTE.—Students entering the University for the first time should make it a point to complete all arrangements for entrance, either by correspondence or in person, at least two days before the opening of the quarter.

REQUIREMENTS FOR ADMISSION TO THE MEDICAL COURSES

These comprise (A) the successful completion of a four-year high-school or academy course, qualifying the student to enter the Junior College (Freshman class) of the University of Chicago, and (B) 18 majors (=6 quarters) of the usual college course, or a full equivalent thereof.

HIGH-SCHOOL WORK REQUIRED FOR ADMISSION TO THE JUNIOR COLLEGE (FRESHMAN CLASS), UNIVERSITY OF CHICAGO

(a) The high-school work imperatively demanded of every student is fully described on p. 93. (b) Students intending to study medicine are strongly advised to take in the high school 2 units of Latin (Elementary Grammar and Caesar), 3 units of German or French, 1 unit each of Chemistry and Physics—with laboratory work—and $\frac{1}{2}$ unit of Trigonometry. If these branches have not been taken in the high school, they must be taken as part of the college work required for admission [see (B) above]. A diploma is not accepted as sufficient evidence of such preparation, but specific statement is required as to the amount and character of the work in each branch of study. Blanks are furnished by the University for the presentation of such credits, and will be mailed on application to the Dean of Medical Students.

Such credits are accepted without examination from co-operating schools (see p. 95), also from the accredited schools of certain state universities. Students from schools not recognized by the University must submit to examination in the branches required.

1. *Times and places of examinations.*—Examinations for admission are held three times a year at the University. (For dates see p. 95.)

2. *Fee for examination for admission.*—A fee of \$5.00 is charged for examination for admission. This is paid when the first examination is taken. The same fee is paid by students entering upon certificate from co-operating schools.

3. *Students from the University High School and the co-operating schools* are admitted to the University upon presentation of a *subject certificate* covering each of the subjects stated above as required for admission.

4. *Credits from other than co-operating schools.*—Credits for work done at high schools or academies not co-operating will be accepted provisionally, provided the principal of the school will certify that the applicant has done good

work in the school, and that he is willing the student's credits should be accepted by the University of Chicago as a test of the character of the work done in that school. By provisional acceptance of credit it is meant that such acceptance will be withdrawn if the student's work in the University during his first two quarters of residence fails to show that his preparation was adequate in the branches for which he sought credit.

COLLEGE WORK REQUIRED FOR ADMISSION

Eighteen majors (two years) of college work must have been taken, and this work must have included the following branches:

1. Chemistry—(a) 3 majors of Inorganic Chemistry (or 2 majors, if 1 unit of high-school Chemistry with laboratory work has been taken). (b) 1 major of Organic Chemistry. (c) 1 major of Qualitative Analysis. This work in Chemistry corresponds to the courses Chemistry 1, 2, 3, 4, and 6 (see Department of Chemistry, Part II of this *Register*). The student is advised to take Quantitative Analysis, but this is not required.

2. Physics—4 majors of Physics (or 2 majors, if 1 unit of high-school Physics has been taken). This work in Physics corresponds to the courses Physics 1, 2, 3, and 4 (see Department of Physics, Part II).

3. Two majors General Biology equivalent to Zoölogy 1 and 17 (see Department of Zoölogy, Part II), or to Zoölogy 1 and Botany 1.

4. A reading knowledge of German or of French (ordinarily 2 units of high-school or 4 majors of college work). This qualification is determined by an efficiency test given for 1915-16 on November 27, 1915.

5. Three majors of Latin (Caesar and Elementary Grammar) unless 2 units have been completed in high school.

Attention is called to the fact that the extra credits which will be required in addition to high-school work may be secured in the Colleges of Arts, Literature, and Science of the University of Chicago by attendance during extra quarters before entering the Medical Courses, or, in small part, by taking extra work in these Colleges during the student's attendance upon the Medical Courses. A student may qualify for admission to the Medical Courses by prolonging his attendance or taking extra work in the University. Credit will be accepted for such work in any other college or university of equal standing.

ADMISSION TO ADVANCED STANDING

Students are admitted to advanced standing in the Medical Courses of the University as follows:

Students from other medical schools whose standards are fully equivalent to those of this institution may receive credit for time spent—estimated in months—and for work successfully completed in such institutions, provided it is equivalent to corresponding work in the Medical Courses in the University. Such a student should give an explicit statement in regard to his preliminary education before beginning the study of Medicine, the date of beginning and ending of each session attended in a medical college, together with the name of the college and a statement of the studies which he has successfully completed, this latter statement setting forth, if possible, the exact number of hours given to each subject. The credit claimed in each branch must be passed upon by the Dean of Medical Students or by the head of the corresponding department at the University.

Application blanks.—Blanks for presenting these credits will be furnished on application to the Dean of Medical Students. A student may matriculate at any time, in person or by correspondence.

Students seeking admission to advanced standing are urgently advised to enter for the Summer Quarter.

THE QUARTER SYSTEM

The academic year is divided into four quarters. See p. 82.

THE MEDICAL CURRICULUM AS RELATED TO THE QUARTER SYSTEM

The general course of instruction in Rush Medical College requires four years of study in residence, with a minimum of attendance upon three quarters of each year. These years are designated as the Freshman, Sophomore, Junior, and Senior years, respectively.

A student may begin his college work on the first day of any quarter (see, however, p. 415, No. 5), and may continue in residence for as many successive quarters as he desires, and will receive credit for work accomplished. Attendance during all the four quarters of the year is optional, but will not secure a time credit of more than one year in a medical school. At least forty-five months must elapse between the date of the first matriculation and the date of graduation. Under the restrictions imposed, this system does not conflict with the existing medical-practice acts, nor with the rulings of the various State Boards of Medical Examiners.

THE SUMMER QUARTER

Attention is directed to the special opportunities afforded for medical study in the Summer Quarter. The climate of Chicago is particularly well adapted to midsummer work. Instruction in all departments is given in the Summer Quarter.

THE WORK OF THE MEDICAL COURSE FOR THE FRESHMAN AND SOPHOMORE YEARS

1. *Outline of the course.*—The course for the first two years' work in Medicine consists mainly of instruction in the fundamental medical sciences: Human Anatomy, Histology, Neurology and Embryology, Physiology, Physiological Chemistry, Pharmacology, Bacteriology, and Pathology. All this work is given at the University of Chicago.

2. *Amount of work.*—The amount of work required is 18 majors.

3. *The curriculum.*—The following courses constitute the curriculum recommended for and pursued by the majority of the students:¹

a) *Chemistry*, The Chemistry of Medicinal Drugs, $\frac{1}{2}$ major (85).²

b) *Anatomy*, 6 $\frac{1}{2}$ majors, as follows: Human Anatomy (Dissecting), 3 $\frac{1}{2}$ majors (1, 2, 3, 4); Splanchnology, Histology, and Cytology, 1 major (10); Embryology, 1 major (Zoölogy 20 or 21); Neurology, 1 major (Anatomy 17).

c) *Physiology*, 5 $\frac{1}{2}$ majors, as follows: Physiology, 3 majors (12, 13, 14); Physiological Chemistry, 1 $\frac{1}{2}$ majors (19 and 20); Pharmacology, 1 major (21).

d) *Pathology*, 2 majors, as follows: Pathology, (1, 2).

e) *Hygiene and Bacteriology*, 1 $\frac{1}{2}$ majors, as follows: Bacteriology 1 $\frac{1}{2}$ majors.

¹ Detailed statements concerning the courses are given under the various departments of instruction. They should be consulted in every case in regard to equivalent courses which may be submitted for those whose numbers are given in the above schedule.

² The numbers in parentheses refer to the course numbers in the corresponding department.

f) Two additional majors in any branch or branches of the student's choice.

4. *Election of medical courses.*—Students with adequate preparation and special qualifications are permitted to elect other courses (usually advanced or research work), in lieu of some of those above prescribed.

In electing his work the student should bear in mind: (a) That the right of election must be confirmed in writing in advance by the Dean and by the head of the department concerned; (b) that his registration for each quarter must receive the approval of the Dean; (c) that the prerequisites for any course must have been satisfied before the course can be elected; (d) that a minimum amount of work in the several branches is required for graduation in Medicine.

5. *Arrangement of courses.*—The order of courses has been arranged in such a way as to insure so far as possible for the student beginning his medical studies with any single quarter of the year a complete annual course during any three consecutive quarters; *but students are advised to begin their medical work proper with the Autumn Quarter.*

ARRANGEMENT OF COURSES FOR SIX QUARTERS

Many of the required medical courses are given twice or, including the Summer Quarter, three times in one year. The fifteen majors of required and three majors of elective work may be taken in any order or combination desired by the student, provided he has the necessary preparation for each course when taken, as indicated by the prerequisite courses. In the following tables under Groups I and II are given two arrangements of the courses for a normal two years' course for an average student, covering the Autumn, Winter, and Spring Quarters for two successive years.

Since many of the courses are repeated in the Summer Quarter, courses are indicated in their proper sequence for the convenience (a) of such students as wish to start their work in the Summer Quarter instead of in the Autumn; (b) of such students as wish to go in the Summer Quarter after three quarters of work; (c) of such as wish to complete their work in the Summer Quarter after six or more quarters of work. The courses offered in the Summer Quarter are intended to be fully equivalent to those given in the other quarters.

SUMMER QUARTER, 1915

Group I	Group II
*Histology, Anatomy 10	Same as Group I
Prerequisite: Biology, 2Mjs.	
*Embryology, Mj., Zoölogy 20	
Prerequisite: Histology	
Neurology, Mj., Anatomy 17	
Prerequisite: Histology	
Bacteriology, 1½Mjs., Bacteriology 2	
Physiological Chemistry, Mj., Physiology 19	
Prerequisite: Organic Chemistry	
(Organic Chemistry,† 1½Mjs., Chemistry 33, 34).	

* Students are strongly advised to take Histology and Embryology as part of the college work required for admission. It is of decided advantage to complete these courses before beginning Gross Anatomy (Dissection).

† Organic Chemistry is an entrance requirement and is not considered as a course in Medicine.

AUTUMN QUARTER, 1915

Group I

Histology, Mj., Anatomy 10
Dissection, 2Mjs., Anatomy 1, 2
Elective, $\frac{1}{2}$ Mj.

Group II

Histology, Mj., Anatomy 10, or
Embryology, Mj., Zoölogy 20
Prerequisite: Histology
Dissection, 1 or 2Mjs., Anatomy 1,
2, or
Organic Chemistry, Mj., Chemistry 4

WINTER QUARTER, 1916

Group I

Neurology, Mj., Anatomy 17
Prerequisite: Histology
Dissection, Mj., Anatomy 3 or 4
Physiological Chemistry, Mj., Physi-
ology 19
Prerequisite: Organic Chemistry

Group II

Physiological Chemistry, Mj., Physi-
ology 19
Prerequisite: Organic Chemistry
Dissection, 1 or 2Mjs., Anatomy 2 or
3, or
Histology, Mj., Anatomy 10, or
Neurology, Mj., Anatomy 17

SPRING QUARTER, 1916

Group I

Physiology, Mj., Physiology 12
Prerequisite: Physiological Chem-
istry, Physiology 19
Embryology, Mj., Zoölogy 20
Dissection, Mj., Anatomy 3 or 4, or
Bacteriology, $1\frac{1}{2}$ Mjs., Bacteriology 2
Prerequisite: Physiological Chem-
istry 19

Group II

Physiology, Mj., Physiology 12
Prerequisite: Physiological Chem-
istry 19
Neurology, Mj., Anatomy 17
Prerequisite: Histology
Dissection, Mj., Anatomy 3 or 4, or
Bacteriology, $1\frac{1}{2}$ Mjs., Bacteriology 2, or
Physiological Chemistry, Mj., Physi-
ology 20
(Prerequisite: Physiological Chem-
istry 19), or
Embryology, Mj., Zoölogy 20
Prerequisite: Histology

SUMMER QUARTER, 1916

Group I

Same courses as Summer Quarter, 1915,
and
Physiology, Mj., Physiology 13
Prerequisite: Physiology 12
Pharmacology, Mj., Physiology 21
Prerequisite: Physiology 12, 13, 14,
19, 20.

Group II

Same as Group I

AUTUMN QUARTER, 1916

Group I

Physiology, Mj., Physiology 13
Prerequisite: Physiology 12
Physiological Chemistry, Mj., Physi-
ology 20, or
Dissection, Mj., Anatomy 3 or 4, or
Bacteriology, $1\frac{1}{2}$ Mjs., Bacteriology 2, or
Pathology, Mj., Pathology 1
Prerequisite: Bacteriology 2

Group II

Physiology, Mj., Physiology 13
Prerequisite: Physiology 12
Physiological Chemistry, Mj., Physi-
ology 20
(Prerequisite: Physiology 19), or
Dissection, Mj., Anatomy 3 or 4, or
Embryology, Mj., Zoölogy 20, or
Bacteriology, $1\frac{1}{2}$ Mjs., Bacteriology 2, or
Pathology, Mj., Pathology 1
Prerequisite: Bacteriology 2

WINTER QUARTER, 1917

Group I

Physiology, Mj., Physiology 14
 Prerequisite: Physiology 13
 Pathology, Mj., Pathology 1
 Elective, Mj.

Group II

Same as Group I

SPRING QUARTER, 1917

Group I

Pharmacology, Mj., Physiology 21
 Prerequisite: Physiology 12, 13, 14,
 19, 20
 Chemistry of Drugs, $\frac{1}{2}$ Mj.
 Prerequisite: Organic Chemistry
 Pathology, Mj., Pathology 2
 Elective, Mj.

Group II

Same as Group I

SUMMER QUARTER, 1917

Group I

Same courses as Summer Quarters,
 1915 and 1916, and
 Pharmacology, Mj., Physiology 21
 Prerequisite: Physiology 12, 13, 14,
 19, 20.
 Pathology, 2Mjs., Pathology 1 and 2

Group II

Same as Group I

SUPERVISION OF WORK

In addition to the regular supervision of the Dean, the grades of medical students are reviewed each quarter by the Committee on Promotions, representing all the departments giving medical instruction of the first two years. If a student's work is poor, the committee may revise or limit his registration, and, if deemed necessary, may request his withdrawal from the Medical Courses.

Certificate of completion of the first 18 majors.—On completion of his first two years in Medicine, the work of each student is reviewed by the Committee on Promotions. If his work is considered satisfactory, a certificate of completion of the first 18 majors of medical studies is issued. If his work is considered unsatisfactory or doubtful, the committee may require further work in one or more departments, or subject the student to such examination as may be deemed necessary. *No student is admitted to the Junior class in Rush Medical College without the above-mentioned certificate.* Students with conditions in work of the first two years are sometimes permitted to proceed with their clinical studies, but such permission does not constitute admission to the Junior class.

DEGREES

REQUIREMENTS FOR THE COMBINED CURRICULUM FOR THE DEGREES OF
 S.B. AND M.D.

Students seeking a Bachelor's degree (A.B. Ph.B., or S.B.) from the University of Chicago, in connection with the degree of M.D. from Rush Medical College, must comply with the established regulations of the University prescribed for the courses leading to such degrees. As the fundamental branches

of the medical curriculum are taught in the University, the student may combine the course for a Bachelor's degree with that for the Medical degree, electing as science courses those offered in the Departments of Anatomy, Physiology, etc., which are also courses in the medical curriculum.

While it is thus possible for one to secure a Bachelor's degree and the degree of M.D. in from six to six and one-half years, *every student should secure a more thorough and comprehensive collegiate preparation if it is possible for him so to do.* For students taking this broader course, the following subjects are recommended as of especial value in preparation for medical study: Greek, 3 majors; Calculus, 1 major; Elementary Botany, 1 major; General Morphology of Thallophytes, 1 major; Introductory Physiology, 1 major; Zoölogy, 3 majors; Physical Chemistry, 1 major; Quantitative Chemical Analysis, 1 major; Physiography, 1 major; Psychology, 2 to 4 majors.

Applicants for admission to advanced standing in the courses for the degrees of A.B., Ph.B., or B.S., at the University of Chicago, should apply to the University for the *Circular of Information of the Colleges.*

REQUIREMENTS FOR GRADUATION IN RUSH MEDICAL COLLEGE

The following are the requirements for the degree of Doctor of Medicine:

The candidate must not be less than twenty-one years of age, and must have studied Medicine the legal period. He must have paid all dues, must have complied with all the requirements, and must have maintained unexceptional conduct while at the College.

He must have attended twelve full quarters, or an equivalent amount of time, in a recognized medical school, of which at least the last three quarters must have been in this institution, and forty-five months must have elapsed between the beginning of his first course of medical lectures and the date of his graduation. *For students entering upon the study of Medicine in the Summer Quarter, 1914, or thereafter, a fifth year will be required, consisting of service as an interne in a hospital approved by the Faculty or of a year of advanced work in one of the departments of the College and the presentation of a thesis.*

He must have completed successfully all of the work required, as follows: 18 majors of work in the Freshman and Sophomore years, comprising a minimum of $6\frac{1}{2}$ majors in Anatomy (from courses offered in the Department of Anatomy and Neurology and the sub-department of Embryology; these courses include both Gross and Microscopic Anatomy¹); 6 majors in Physiology (from courses offered in the Department of Physiology and the sub-department of Physiological Chemistry and Pharmacology); $3\frac{1}{2}$ majors in the Departments of Pathology and Hygiene and Bacteriology; 2 majors in one or more of the departments of his choice.

His work for the first two years must be pronounced satisfactory by the Committee on Promotions, when a certificate for the completion of the first 18 majors of medical work will be issued to him.

Twenty-one majors of work in the Junior and Senior years, comprising a minimum of 2 majors in Pharmacy, Materia Medica, Therapeutics, and Preventive Medicine; 1 major in Pathology; $5\frac{1}{2}$ majors in Medicine; $5\frac{1}{2}$ majors

¹ They must include the dissection of the lateral half of the human body.

in Surgery, at least 1 major of which must be in Surgical Anatomy; 3 majors in Obstetrics and Gynecology, at least 2 majors of which must be in Obstetrics; 1.2 majors in Laryngology and Otology; .8 major in Ophthalmology; 1 major in Skin and Venereal Diseases, at least .4 major in each; 2 additional majors in any branch or branches of his choice.

He must have passed successfully a *final examination*, both written and practical, in Materia Medica and Therapeutics; Pathology; Medicine; Surgery; Obstetrics and Gynecology; Laryngology and Otology; Ophthalmology; Skin and Venereal Diseases.

He must attend the graduating exercises and receive his diploma in person, unless excused for cause by special action of the Faculty.

COURSES OF INSTRUCTION

The work of the first two years of the curriculum of Rush Medical College is included in these courses. Descriptions of the courses in Medicine and preparatory to Medicine, of advanced and research courses, statements as to the scope of the work in different subjects, and the names of the instructing staff may be found in connection with the departmental announcements in this *Register*, as indicated below.

XX. THE DEPARTMENT OF CHEMISTRY¹

(For courses in this Department see pp. 290-95)

General and Organic Chemistry and Qualitative Analysis are now prerequisites to the medical courses proper. The necessary knowledge of the subject can be obtained from Chemistry 1, 2, 3, 4, and 6 or Admission Chemistry and 2S and 3S, 4, and 6.²

Organic Chemistry, 33 and 34 (Mj.), Summer Quarter, or 14 and 15 (2Mj.) may be substituted for course 4.

Students who are preparing for the study of medicine, and who are also candidates for a Bachelor's degree in the University of Chicago, are strongly recommended to take at least two majors more of Chemistry, viz., Quantitative Analysis 8, and Physical Chemistry (see pp. 291-93).

Candidates for a Bachelor's degree who expect to do research work in Physiology or allied medical subjects may with advantage elect further courses from the following: Quantitative Analysis 9; Organic Chemistry 30, 31, and 32; or Advanced General Chemistry 55 (see pp. 291, 292, 293).

Course 85, the Chemistry and Preparations of Medicinal Drugs, $\frac{1}{2}$ Mj., is required in the medical curriculum.

XXII. THE DEPARTMENT OF ZOOLOGY

(For courses in this Department see pp. 311-14)

One major of Vertebrate Embryology is required in the medical curriculum: course 20 or 21.

¹ For courses in *Physiological Chemistry* see the Department of Physiology, pp. 319-21.

² Medical students who enter without receiving credit for High School Chemistry are required to take General Chemistry, courses 1, 2, 3, 4, and 6.

XXIII. THE DEPARTMENT OF ANATOMY

(For courses in this Department see pp. 316-17)

The required dissection is included in courses 1, 2, 3, and 4; Splanchnology, Histology, and Cytology in course 10. Anatomy 17 (Neurology) is also required. For Embryology see Department of Zoölogy.

XXIV. THE DEPARTMENT OF PHYSIOLOGY

(Including Physiological Chemistry, Pharmacology, and Experimental Therapeutics)

(For courses in this Department see pp. 319-21)

Premedical students may profitably elect courses 1 and 2.

The minimum work for medical students includes courses 12, 13, and 14.

The required work in Physiological Chemistry consists of courses 19 and 20; that in Pharmacology, of course 21.

Optional courses are also offered in the Department of Psychology (see pp. 129-31).

XXVIII. THE DEPARTMENT OF PATHOLOGY

(For courses in this Department see pp. 328-29.)

Course 1, General Pathology, and Pathological Histology are required in the medical curriculum.

XXVIII.A. THE DEPARTMENT OF HYGIENE AND BACTERIOLOGY

(For courses in this Department see p. 330)

Course 2, General Bacteriology, is required in the medical curriculum.

IV. THE SCHOOL OF EDUCATION

OFFICERS OF ADMINISTRATION

- HARRY PRATT JUDSON, President of the University, Harper Memorial Library, Room W11.
CHARLES HUBBARD JUDD, Director of the School of Education, Emmons Blaine Hall, Room 199.
SAMUEL CHESTER PARKER, Dean of the College of Education, Emmons Blaine Hall, Room 100.
ELLIOT ROWLAND DOWNING, Assistant Dean of the College of Education, Emmons Blaine Hall, Room 100.
FRANKLIN WINSLOW JOHNSON, Principal of the University High School, Henry Holmes Belfield Hall, Room 164.
HARRY ORBIN GILLET, Principal of the Elementary School, Emmons Blaine Hall, Third Floor, Room 301A.
-

OFFICERS OF INSTRUCTION

THE COLLEGE OF EDUCATION

- HARRY PRATT JUDSON, A.M., LL.D., President of the University.
CHARLES HUBBARD JUDD, Ph.D., LL.D., Director; Professor and Head of the Department of Education.
SAMUEL CHESTER PARKER, A.M., Dean; Professor of Education.
ELLIOT ROWLAND DOWNING, Ph.D., Assistant Dean; Associate Professor of Natural Science.
FRANKLIN WINSLOW JOHNSON, A.M., Principal of the High School; Lecturer in Secondary Education.
-
- NATHANIEL BUTLER, A.M., LL.D., Professor of Education.
OTIS WILLIAM CALDWELL, Ph.D., Professor of the Teaching of Botany, and Supervisor of Nature-Study in the School of Education.
GEORGE WILLIAM MYERS, Ph.D., Professor of the Teaching of Mathematics and Astronomy.
WALTER SARGENT, Professor of Education in Relation to Fine and Industrial Arts.
JAMES HAYDEN TUFTS, Ph.D., LL.D., Professor and Head of the Department of Philosophy.
-
- CARTER ALEXANDER, Ph.D., Professor of School Administration, George Peabody College for Teachers (Summer, 1915).
WERRETT WALLACE CHARTERS, Ph.D., Dean, School of Education, University of Missouri (Summer, 1915).
-
- ZONIA BABER, S.B., Associate Professor of the Teaching of Geography and Geology.

§MARTHA FLEMING, Associate Professor of the Teaching of Speech, Oral Reading, and Dramatic Art.

FRANK MITCHELL LEAVITT, Associate Professor of Industrial Education and Supervisor of Industrial Education.

ROLLO LAVERNE LYMAN, A.M., Associate Professor of the Teaching of English.

§EMILY JANE RICE, Ph.B., Associate Professor of the Teaching of History.

HERMAN CAMPBELL STEVENS, Ph.D., M.D., Associate Professor of Education.

JAMES FLEMING HOSIC, Ph.M., Head of the Department of English, Chicago Normal College (Summer, 1915).

GERTRUDE LONGENECKER, A.M., Head of the Department of Education, State Normal School, San Diego, Cal. (Summer, 1915).

GUY FRED WELLS, A.M., Head of the Department of Education, Rhode Island State Normal School (Summer, 1915).

KATHARINE BLUNT, Ph.D., Assistant Professor of Food Chemistry, Home Economics.

JOHN FRANKLIN BOBBITT, Ph.D., Assistant Professor of School Administration.

FRANK NUGENT FREEMAN, Ph.D., Assistant Professor of Educational Psychology.

WILLARD CLARK GORE, Ph.D., Assistant Professor of Psychology.

MARCUS WILSON JERNEGAN, Ph.D., Assistant Professor of the History of Education.

ALICE TEMPLE, Ed.B., Assistant Professor in Kindergarten Training.

ROLLA MILTON TRYON, A.M., Assistant Professor of the Methods of Teaching History.

GERTRUDE VAN HOESEN, Ph.B., Assistant Professor of Household Art.

JOSEPHINE E. YOUNG, M.D., Assistant Professor of Neurology; School Physician.

MARGARET JUNE MITCHELL, Ph.B., Assistant Professor, State Normal School, Edmond, Okla., Instructor in History (Summer, 1915).

ARESTES W. NOLAN, S.B., Assistant Professor of Agriculture, University of Illinois (Summer, 1915).

BERNICE ALLEN, Ed.B., S.B., Instructor in Home Economics.

CORA C. COLBURN, Instructor in Institution Economics.

LILLIAN SOPHIA CUSHMAN, Ph.B., Instructor in Art.

HARRY TREVLIN FULTZ, S.B., Instructor in Manual Training.

WILLIAM SCOTT GRAY, A.M., Instructor in Education.

AGNES KEITH HANNA, Instructor in Home Economics.

ANTOINETTE HOLLISTER, Ph.B., Instructor in Clay Modeling.

FRANCES BEATRICE HUNTER, S.B., Instructor in Household Art.

MARY ROOT KERN, Instructor in Music.

KATHARINE MARTIN, Instructor in Kindergarten Training.

ELIZABETH WILHELMINA MILLER, Ph.B., Instructor in Home Economics.

ETHELWYN MILLER, A.B., S.B., Instructor in Home Economics.

HAROLD ORDWAY RUGG, Ph.D., Instructor in Education.

§ Retired.

MARGARET KATHLEEN TAYLOR, S.B., Ph.B., Instructor in Household Art.
IRENE WARREN, Ph.B., Librarian.
ETHEL GLADYS WEBB, Instructor in Household Art.
WILLIAM GARRISON WHITFORD, Ph.B., Instructor in Aesthetic and Industrial Education.
JAMES REED YOUNG, A.M., Instructor in the History of Education.

RUTH JANE BAUSKE, A.B., University High School, Instructor in Physical Education (Summer, 1915).
FRANCES M. BERRY, Ph.B., Instructor in Kindergarten-Primary Education (Summer, 1915).
WILBERT LESTER CARR, A.M., University High School, Instructor in Latin (Summer, 1915).
CORA IRENE DAVIS, Ph.B., Instructor in Household Art (Summer, 1915).
ABBIE LOUISE DAY, S.B., Instructor in Elementary Education, University of Cincinnati (Summer, 1915).
CLARA M. FEENEY, S.B., Instructor in Home Economics (Summer, 1915).
EMERY FILBEY, University High School, Instructor in Manual Training (Summer, 1915).
ELSIE M. GARLICK, Instructor in Household Art (Summer, 1915).
ELEANOR LALLY, A.B., University Elementary School, Instructor in English (Summer, 1915).
NAMA AURELIA LATHE, University High School, Instructor in Art (Summer, 1915).
RALPH D. McLELLAN, Instructor in Museum of Fine Arts, Boston, Instructor in Art (Summer, 1915).
WILLIAM MARSHALL, University High School, Instructor in Manual Training (Summer, 1915).
EMMA B. MATTESON, Instructor in Home Economics, Simmons College, Instructor in Home Economics (Summer, 1915).
JULIA ELIZABETH MILLER, Ph.B., Instructor in Household Art (Summer, 1915).
HELEN MONSCH, S.B., Instructor in Home Economics (Summer, 1915).
ALMA VIRGINIA OGDEN, A.B., Instructor in Household Art (Summer, 1915).
L. DAY PERRY, Supervisor of Manual Training, Joliet, Ill., Instructor in Art (Summer, 1915).
LUCIE S. SCHMIT, Instructor in Household Art, Portland, Ore., Trade School, Instructor in Household Art (Summer, 1915).
MABEL B. SOPER, Instructor in Art (Summer, 1915).
WILLIS E. TOWER, S.M., Instructor in Physics, Englewood High School (Summer, 1915).
CAROLINE I. TOWNSEND, Ph.B., State Normal School, San Diego, Cal., Instructor in Kindergarten-Primary Education (Summer, 1915).
AMY RACHEL WHITTIER, Instructor in Art (Summer, 1915).
CAROLINE WOOD, Instructor in House Decoration and Costume Design, Polytechnic High School, Los Angeles, Cal., Instructor in Household Art (Summer, 1915).

- ELSIE AMY WYGANT, S.B., University Elementary School, Instructor in Kindergarten-Primary Education (Summer, 1915).
 CLARENCE ALBERS ZUPPANN, Instructor in Wood Working, Union High School, Grand Rapids, Mich., Instructor in Manual Training (Summer, 1915).

- MARION GIFFIN DANA, Assistant in Institution Economics.
 WILLIAM LEWIS EIKENBERRY, S.B., Assistant in Natural Science (Summer, 1915).
 EARL D. HUNTINGTON, S.B., Assistant in the Museum.
 HOWARD MUMFORD JONES, Assistant in English.
 ELLA CLARK MCKENNEY, Assistant in Institution Economics.
 ALICE S. PARR, Assistant in Institution Economics.
 HOMER C. SAMPSON, Assistant in Natural Science.
 JUANITA STAPP, Assistant in Kindergarten (Summer, 1915).
 MABEL WARD, Assistant in Home Economics (Summer, 1915).
 PANSY WARNER, Assistant in Kindergarten (Summer, 1915).

- RUTH ABBOTT, B.L.S., Associate in Library.
 ELIZABETH EUPHROSYNE LANGLEY, Associate in Manual Training.

THE UNIVERSITY HIGH SCHOOL

(For the Faculty of the University High School see pp. 67-68 of this Register.)

THE UNIVERSITY ELEMENTARY SCHOOL

(For the Faculty of the Elementary School see pp. 68-69 of this Register.)

THE SCHOOL OF EDUCATION

HISTORY, AIM, AND ORGANIZATION

The School of Education of the University of Chicago was formed by the consolidation with the University of Chicago of several institutions. The Chicago Institute, founded by Mrs. Emmons Blaine and presided over by the late Colonel Francis W. Parker, became a part of the University in 1901. The Laboratory School of the Department of Education in the University, the founder and director of which was Professor John Dewey, formerly Head of the Department of Philosophy and Education in the University of Chicago, had for some years prior to the date above mentioned been intimately related to the Department of Education in the University. The South Side Academy, the Dean of which was Dr. William B. Owen, was united with the Chicago Manual Training School, whose head for many years was Dr. Henry Holmes Belfield, to form the University High School in 1903. There is, therefore, gathered within the School of Education a complete school system—kindergarten, elementary school, high school, college, and graduate department—with opportunities for training teachers under the most favorable educational surroundings, and with all the privileges of a great university. The fundamental purpose of this School of Education is to organize education on a scientific basis and to equip students with a knowledge of the principles of educational psychology, school organization,

and methods, and to give them a survey of the historical development of educational institutions so that they shall be prepared to carry on educational work in an independent and scientific manner. The various schools are organized so as to furnish the largest opportunity for experiment and observation.

LOCATION, BUILDINGS, AND GROUNDS

The buildings of the School of Education are situated on Scammon Court, between Kimbark and Kenwood avenues, the main building (Emmons Blaine Hall) facing the Midway Plaisance. This building has a frontage of 350 feet and a depth through its two wings of 162 feet. It is four stories high, with passenger and freight elevators giving easy access to the upper floors.

Henry Holmes Belfield Hall, the Manual Training Building of the School of Education, is immediately in the rear of the main building, and is completely adapted to its purpose. Its dimensions are 350 by 65 feet. The two ends are each three stories in height, and the shops between are one story high and are lighted by a saw-tooth roof.

There are in this building well-equipped wood shops, a forge shop, a foundry, a machine shop, and drawing rooms. These are all supplied with the complete equipment necessary for regular use and for instruction.

Kimbark Hall faces Kimbark Avenue and stands between the two buildings above described. It is devoted in the main to the use of the High School. On the first and second floors are eleven classrooms; on the third floor are sewing rooms for the Department of Household Art and a restroom for the girls of the High School. Several rooms on the third and fourth floors are used as private studies and restrooms for teachers.

The gymnasium, occupying the center of the court, consists of two rooms, each 36 by 60 feet in size, flanked on either side and at one end of the building with offices, dressing, locker, toilet, and shower rooms. The south gymnasium is equipped with all the apparatus of a modern gymnasium; the other, the north gymnasium, is provided with facilities for group and competitive games.

On the east of Kenwood Avenue is Jackman Field, an acre and a half of ground set aside for permanent use as a playground and garden. North of Henry Holmes Belfield Hall are the Scammon Gardens. In addition to the facilities for horticulture, the garden also offers opportunity for bee-keeping, the study and care of trees, and for the location of certain outdoor instruments.

MUSEUM, LABORATORIES, AND GENERAL EQUIPMENT

The School of Education has a museum which serves as a storeroom for natural-history and anthropological collections that are used for illustration in the classrooms and grade-rooms. There are laboratories of chemistry, physics, zoölogy, and botany. The departments of Home Economics and Household Art, of Fine Arts, and especially that of Manual Training are fully equipped with apparatus for instruction. A Laboratory of Experimental Education is equipped for graduate work in Education.

THE PSYCHOPATHIC LABORATORY

The Psychopathic Laboratory is housed in a small, two-story, brick flat at 5816 Ingleside Avenue. On the ground floor are two rooms, the larger of which is used as a classroom for the special training of subnormal children. This room

is equipped with the ordinary kindergarten materials, piano, simple manual-training implements, toys, and oots for the rest period. Outside in the ample yard are playground apparatus and some opportunity for gardening. The smaller room downstairs is used as an office for examination records and correspondence. On the second floor are four rooms for special tests and examinations. In one of these are made physical measurements of the body, such as weight, height sitting and standing, vital capacity, strength of grip, and cephalic index. A dark room permits of careful examination of the eyes. In the other rooms are made the standard mental tests, the chief of which used at present are the Kent-Rosanoff Association Test, the Stern Aussage Test, and the Binet-Simon Test. The Laboratory is well equipped for making medical examinations. The chief materials and apparatus which are used in this division of the work are a Leitz microscope, a sliding microtome, staining materials, Faught blood-pressure apparatus, Thoma-Zeiss hemocytometer, examining-table, set of test lenses, tuning forks, autoclave, dry-heat sterilizer, incubator, and materials for performing the Wassermann reaction. In order to provide clinical material for study and investigation, a public dispensary is held on Tuesday and Thursday mornings from 9:00 to 12:00, for all cases of mental deficiency in children from six to sixteen years of age. A special, selected group of children is kept under observation in the classroom mentioned above. By this arrangement of dispensary and classroom the opportunity is given to advanced students of making examinations of a large number of mentally defective children and also of studying in a small group special methods of training.

THE GENERAL LIBRARY

The General Library is a reference and circulating library and is open to students in all departments of the University. Students who have matriculated and paid their library fee may take out at one time three volumes from the General Library. These may be kept two weeks, and at the end of that time, if desired, may be renewed for two weeks. The Library is open every week day from 8:00 A.M. to 10:00 P.M., Saturday 8:00 A.M. to 4:00 P.M.

THE SCHOOL OF EDUCATION LIBRARY

The School of Education possesses a working library of some 25,000 volumes. It is classified according to the Dewey decimal classification. There is a dictionary card catalogue with full analytical work. Free access to shelves is given. The library aims to have on its shelves the best and latest books on the subjects taught in the School, and to present carefully selected and graded reading-lists and the best devices for, and methods of, collecting, preserving, and making useful books and pamphlets. There is a room devoted to the use of graduate students and a special room for the high-school readers.

The collection of old textbooks and of old school reports, that are of interest only in connection with historical researches conducted by graduate students, is shelved in William Rainey Harper Memorial Library. Graduate students are given access to these collections by special permission, and special arrangements are made to provide facilities to aid them in their investigations.

PUBLICATIONS

The *School Review* was founded at Cornell University in 1892 by Mr. Jacob Gould Schurman, now president of Cornell University, and Mr. Charles Herbert

Thurber. As the successor of *The Academy* and *School and College*, it was devoted to the interests of secondary education, and it has not changed its purpose during these twenty years. It is the organ of no particular school of thought, nor does it represent any particular portion of the country; its aim is to be increasingly useful in helping the teachers in secondary schools to understand the significance of their work and to realize its possibilities.

The *Elementary School Journal* deals with the problems of elementary education. Much of the material published in this *Journal* is drawn from the School of Education itself and gives an account of the practical work which is being organized in this School, and of the scientific investigations which are being carried on with reference to elementary-school problems by members of all departments of the School. Contributions to the *Journal* are, however, by no means confined to members of the Faculty of the School of Education. Other educators who are carrying on scientific work with reference to elementary-school problems report the results of their investigations and experiences together with the papers which are issued from the School of Education.

ORGANIZATION OF THE SCHOOL OF EDUCATION

The School of Education is made up of four constituent divisions, namely, I, the Graduate Department of Education; II, the College of Education (see p. 428); III, the University High School (see p. 437); and IV, the University Elementary School (see p. 437). For purposes of the training of teachers these are organized into a single closely interrelated whole. These divisions may be described as follows:

I. GRADUATE DEPARTMENT OF EDUCATION

The Department of Education is also a department of the Graduate Schools of Arts, Literature, and Science, and as such offers courses leading to the degrees of Master of Arts and Doctor of Philosophy. The advanced courses in Education aim to meet the needs of three classes of students: first, those who are preparing to give courses in departments of Education in colleges and normal schools; second, those who are preparing to become supervisors in various grades of schools; third, students in various departments of the University who, in addition to the courses in the subject-matter which they intend to teach, wish to become acquainted with the principles underlying all educational organization and method. The last-mentioned class of students may take Education as a secondary subject.

Admission to the Graduate Schools and to candidacy for degrees.—Applicants are admitted to the Graduate Schools on presentation to the University Examiner of evidences of graduation from a reputable college. If, however, the applicant desires to come into candidacy for the Master's or Doctor's degree in the University of Chicago, it must be ascertained whether the Bachelor's degree received from another institution, and represented by the credential presented, is the equal of the Bachelor's degree of the University of Chicago. This is ascertained by submitting to the University Examiner a transcript of the undergraduate work done by the applicant for the Bachelor's degree which he has already received. If it be found that this work is less in value than that required for the Bachelor's degree in the University of Chicago, the applicant is required to satisfy the requirements for the Chicago degree.

This adjustment of undergraduate credits in order to make sure that the Bachelor's degree taken elsewhere is the equivalent of the Chicago degree includes, except in the cases of graduates of an approved list of colleges, the presentation of satisfactory evidence that the college-entrance requirements have also been satisfied.

For the general regulations governing graduate work see pp. 115-20.

Prerequisites for graduate work in Education.—Candidates for an advanced degree in Education must present as part of their undergraduate work at least two courses in Education, and in addition a third course in either psychology, sociology, or education. Candidates who take Education as a secondary subject must present one course in either psychology, sociology, or education.

II. THE COLLEGE OF EDUCATION

The second division of the School of Education is the College of Education. This is a professional college which prepares teachers for elementary and high schools and also provides advanced courses for teachers of experience who are preparing to become supervisors. The following courses of study are offered:

1. A four-year course leading to the *Bachelor's degree in Education* (see below.)
2. A two-year course leading to the *Kindergarten-Primary Certificate* (see pp. 431-32).
3. A two-year course leading to the *Certificate in Manual Arts* (see p. 433).
4. A two-year course for experienced teachers leading to the *Certificate in Home Economics and Household Art* or *Graphic and Plastic Arts* (see p. 433).
5. A one-year course for experienced graduates of normal schools and kindergarten training schools leading to *Supervisor's Certificates* for kindergartens and elementary schools (see pp. 434-35).

The requirements for these credentials are set forth in the above order in the following pages. The requirements for admission are given on pp. 428-35; rules governing college credit for work done elsewhere on pp. 430-31, and the specific requirements for the degrees and certificates on pp. 428-37.

ADMISSION REQUIREMENTS

Admission to the College of Education is on the same conditions as admission to other Colleges of the University. For a statement of these conditions see pp. 93-109 of this *Register*.

1. COLLEGE REQUIREMENTS FOR THE BACHELOR'S DEGREE IN EDUCATION

The Bachelor's Degree is conferred when the student has completed 36 majors¹ including all specific requirements and has obtained 72 grade-points,² and has met the requirement in physical education.

The college work is of three kinds: (a) *Required in college* of all candidates for a given degree. This includes 2 majors in English, 3 majors in a "continuation group," 6 majors in a "short sequence," and 9 majors in a "long sequence." These terms are explained below. (b) *Contingently required* in college, i.e., if not

¹ For the definition of a major see p. 11.

² The number of grade-points granted for each major completed with a given grade is indicated by the following table: A equals 6 grade-points; A—equals 5; B equals 4; B—equals 3; C equals 2; C—equals 1; D equals 0; E equals -1; F equals -2. Students are expected to maintain an average of C or 2 grade-points per major taken.

presented on admission. (c) *Elective*: Normally about 18 majors in A.B., Ph.B., (Lit.), and S.B., curricula. This amount may be reduced if the entrance units fail to include the contingent requirements and if prerequisite courses for the completion of the sequence are prescribed as in the case of students in Home Economics and Household Art.

During his first two years the student is required to take:

1. *English*.—Two majors of English composition (courses 1 and 3). English 1 must be taken in the first quarter of residence.

2. *Continuation group*.—A "continuation group" of three consecutive majors taken in the first year, which, unless by special exception granted by the Dean, continues the work of either his principal or secondary admission group or of a subject in which he took one unit in the Senior year of high school. Careful consideration should be given to the choice of these courses.

3. *Contingent distributive requirement*.—Enough majors in each of the following "distribution groups" to make his total (high school+college) credit in each group four majors (=2 units).

I. Philosophy, History, and Social Science: Departments I-VI.

II. Language other than English: Greek, Latin, German, French, or Spanish (all 4 majors in one language).

III. Mathematics: Department XVII.

IV. Science: Departments XVIII-XXVIII.

THE SEQUENCE REQUIREMENTS

The 36 majors required for the Bachelor's degree must include one principal sequence of at least 9 coherent and progressive majors taken in one department or in a group of departments, and one secondary sequence of at least 6 majors selected from a different department or group of departments. These sequences must have the approval of the Dean. One of the sequences must be in Education and must include course 1, Introduction to Education, and either 85, 86, or 87, Methods of Teaching. The other must include one or more courses in the methods of teaching the subject. Sequences of the type here referred to are defined at the beginning of each of the departmental announcements (see below, p. 439).

Special attention is called to the fact that practice teaching must be included in the Senior College programs of all candidates for the degree in Education (see below, p. 435). Two courses in practice teaching are included in the Education sequence.

Certain general sequences which include courses in methods of instruction selected from two or more departments may be taken by students who are preparing to become supervisors. Such sequences must be approved in advance by the Faculty.

The degree of A.B. in Education is granted to candidates who specialize in the classical languages; the degree of S.B. in Education to candidates who specialize in natural science or mathematics; the degree of Ph.B. in Education to candidates who specialize in other departments.

No courses counted in satisfaction of entrance requirements, or of the English and contingent distributive requirements described above, may count in making up the principal and secondary sequences, but the continuation group may so count.

Not more than 15 majors may be taken in college in one department.

Physical culture and hygiene.—Credit for ten quarters of work in Physical Culture is required of men for graduation. Three quarters of four periods a week and three quarters of two periods a week are required of women.

Non-credit lectures on personal hygiene are required of all students in the first quarter of the Freshman year. Non-credit lectures on school hygiene are required of women near the time of graduation.

A tabulation of the requirements for the Bachelor's degree in Education reads as follows:

- | | | | |
|---|---|---|---|
| <ol style="list-style-type: none"> 1. Admission requirements (see above, p. 93) 2. English 1 and 3 (2 majors) 3. Continuation group (3 majors) 4. Contingent distributive groups <table border="0" style="margin-left: 20px;"> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> I. Social sciences 4 = majors II. Foreign Language 4 = III. Mathematics 4 = IV. Natural Sciences 4 = </td> <td style="vertical-align: middle; padding-left: 10px;"> $\left. \begin{array}{l} \text{varies} \\ \text{with} \\ \text{high-} \\ \text{school} \\ \text{work} \end{array} \right\}$ </td> </tr> </table> 5. Education sequence (6 or 9 majors) <p>Including:</p> <ol style="list-style-type: none"> 1. Introduction to Education 85, or 86, or 87, Methods of Teaching Practice teaching (2 majors) | <ol style="list-style-type: none"> I. Social sciences 4 = majors II. Foreign Language 4 = III. Mathematics 4 = IV. Natural Sciences 4 = | $\left. \begin{array}{l} \text{varies} \\ \text{with} \\ \text{high-} \\ \text{school} \\ \text{work} \end{array} \right\}$ | <ol style="list-style-type: none"> 6. Departmental sequence (9 or 6 majors) Including a major in the theory of teaching the subject 7. Physical Culture for women, 6 quarters for men, 10 quarters 8. Hygiene lectures for women, personal and school hygiene for men, personal hygiene 9. <i>Electives (18 majors or fewer)</i> <p>Total number of majors required, 36
Number of grade-points, at least 72</p> |
| <ol style="list-style-type: none"> I. Social sciences 4 = majors II. Foreign Language 4 = III. Mathematics 4 = IV. Natural Sciences 4 = | $\left. \begin{array}{l} \text{varies} \\ \text{with} \\ \text{high-} \\ \text{school} \\ \text{work} \end{array} \right\}$ | | |

STUDENTS WITH ADVANCED STANDING

Students who enter the College of Education with advanced standing and are candidates for the Bachelor's degree will be required to conform to the following regulations:

a) Students entering with less than 18 majors of advanced standing will be required to fulfil all general Junior College requirements set forth under "College Requirements" (pp. 428-29), except the series of three courses continuing the high-school courses. Furthermore, at least half of the majors required in each of the Senior College sequences shall be taken in the University of Chicago.

b) Students with more than 18 majors of advanced standing may be exempted from any of the Junior College requirements by action of the Faculty Committee on Advanced Standing, but in no case will such students be granted the degree in Education unless they fulfil the two Senior College sequences. Furthermore, one-half of each sequence must be taken in the University of Chicago, and if the student is absolved from Junior College requirements he must maintain an average grade of at least B— or three grade-points for each major taken. One quarter of physical education is required of women entering with 18 or more majors of advanced standing, unless they receive 27 majors and have a Bachelor's degree.

GENERAL ELECTIVES IN THE COLLEGES OF ARTS, LITERATURE, AND SCIENCE

After candidates for degrees have planned their work so as to complete the specific Junior College requirements and the sequence requirements, with certain additional courses directly related to their specialized interests, there often remain a number of majors to be elected freely. These should be selected with care in order to broaden the student's interests and at the same time to avoid registering for courses for which he is not adequately prepared. To aid in this selection there is printed the following list of courses which do not presuppose any or much previous college work in the departments concerned.

Courses which may be taken during the first year—

Political Science 1	Civil Government in the United States
History 1, 2, 3	European History
English 40	Introduction to English Literature (Prerequisite: English 1)
English 41	Shakespeare (Prerequisite: English 1)
Mathematics 1, 2, 3	Trigonometry; College Algebra; Analytic Geometry
Astronomy 1	Descriptive Astronomy
Geology 1	Physiography
Geography 1	Elements of Geography
Geography 3	Economic and Commercial Geography (Prerequisite: Geography 1 or Geology 1)
Zoölogy 1	Elementary Zoölogy
Botany 1	Elementary Botany
Public Speaking 1	Public Speaking (Prerequisite: English 1)

Courses which may be taken during the second year—

*Philosophy 1A, 1B	Logic (Prerequisite: 12Mjs.)
*Philosophy 2	Elementary Ethics (Prerequisite: 9Mjs.)
*Philosophy 3	Introduction to Philosophy (Prerequisite: 12Mjs.)
Psychology 1	Introductory Psychology (Prerequisite: 9Mjs.)
Political Economy 1, 2	Principles of Political Economy (Prerequisite: 9Mjs. Both majors should be taken)
History E4, E5, E6	History of the United States
Sociology 1	Introduction to the Study of Society (Prerequisite: 9Mjs.)
Sociology 6	American Cities (Prerequisite: Sociology 1)
New Testament and Early Christian Literature 6	Life of Jesus
New Testament and Early Christian Literature 111	The Teaching of Jesus
*General Literature 2	Literary Study of the (English) Bible
Zoölogy 5	Evolution and Heredity

Courses marked * could be taken to better advantage in the third year.

Limited credit.—Certain Junior College courses, listed below, are subject to the following limitation of credit:

- Full credit is given only when these courses are taken among a student's first 18 majors, and the total number so taken may not exceed 9.
- After a student has credit for 18 majors but less than 27, these courses will be credited at one-half major each; after he has credit for 27 majors they will not be credited at all, but any course may be taken, with the consent of the Dean, on payment of the fee, presumably as a fourth course.
- If a student takes two regular courses and a third course for which under these regulations he can receive credit for only one-half major, he may register for an additional half-major without additional fee.

The courses specified in the list are subject to change.

Political Science 1	English 1, 40
History 1, 2	Mathematics 0, 01, 02
Latin 1A, 1B, 2A, 2B	Physics 1, 2
French 1, 2, 3, 4	Chemistry 1
German 1, 2, 3, 4	Geology 1

2. THE KINDERGARTEN-PRIMARY CERTIFICATE

A two-year course is provided for students who expect to teach either in kindergartens or in the first three grades of the elementary school. Owing to the rapid unification of the work of the kindergarten and the primary grades that is taking place in progressive school systems, it is desirable that kindergarten teachers should receive some training in primary methods and that primary teachers should receive some training in kindergarten methods. The requirements for the certificates, however, are so arranged as to permit of preparation for either kindergarten or primary teaching.

The attention of students who are preparing to enter the College of Education for the Kindergarten-Primary Certificate is drawn to the desirability of taking in the high school at least two units of a foreign language, two units of history, two of mathematics, and two of science, *since failure to complete these courses in high school will make it necessary for the student to complete during his Junior College course certain majors not required in his professional course.*

The requirements for the Kindergarten-Primary Certificate are the following:

1. The general admission requirements. See p. 93.
2. The contingent distributive requirements in the social sciences, foreign language, mathematics, and natural sciences. See p. 429.
3. A satisfactory command of English to be determined by the written and oral work in the classes during the first two quarters of the first year. If necessary, a major of English composition (English 1) will be required.
4. Two quarters of physical culture of 4 periods a week and one quarter of 2 periods a week.
5. Non-credit lectures on personal hygiene during the first quarter of the first year, and non-credit lectures on school hygiene near the time of graduation.
6. The satisfactory completion of 18 majors with 36 grade-points. The majors must be distributed as follows, all electives requiring the approval of the departmental adviser:

For students specializing in kindergarten teaching—

	Majors
a) Education.....	2
(namely, course 1, Introduction to Education; 66, Elementary Educational Psychology, or 86, Methods of Teaching in Elementary Schools)	
b) Practice Teaching.....	3
(namely, two in the Kindergarten; one in the primary grades)	
c) Kindergarten-Primary Education..	5
(including course 3, Primary Methods)	
d) Subjects related to the kindergarten and primary curriculum.....	4
(to be chosen from at least 3 of the following departments in the College of Education: History, Natural Science, English, Art, and Music)	
e) Electives.....	4
(two may be used for the contingent distributive requirements and one for English if necessary or they may be elected from any of the subjects included in this curriculum)	
Total.....	18
with 36 grade-points	

For students specializing in primary teaching—

	Majors
a) Education.....	2
(namely, course 1, Introduction to Education; 86, Methods of Teaching in Elementary Schools)	
b) Practice Teaching.....	2
(namely, two in the primary grades)	
c) Kindergarten-Primary Education..	3
(including course 3, Primary Methods, and an elective in Practice Teaching if so advised)	
d) Subjects related to the kindergarten and primary curriculum.....	7
(namely, one in each of the following departments in the College of Education: History, English, Geography, Natural Science, Mathematics, Art, and Music)	
e) Electives.....	4
(two of these must be elected from Group d; two may be used for contingent distributive requirements; or one for English if necessary; or two may be elected from any of the subjects included in this curriculum)	
Total.....	18
with 36 grade-points	

If a student needs to take more than 2 majors to complete the distributive requirements it must be done in addition to the 18 majors specified above.

3. THE CERTIFICATE IN MANUAL ARTS

A two-year course is provided for students who are preparing to teach manual training. The supply of professionally trained teachers who are prepared to teach this subject is very inadequate at the present time. Many positions are being filled by teachers who have not had the necessary training, and those who are trained easily secure superior positions.

The requirements for the Manual Arts Certificate are the following:

1. The general admission requirements described above on p. 93.
2. Two majors in composition, namely, English 1 and 3.
3. Three consecutive majors which continue the work of the student's principal or secondary admission group in the social sciences, foreign language, mathematics, or natural sciences.
4. The contingent distributive requirements in the social sciences, mathematics, and natural science (but not in foreign language) described above on p. 429, paragraph 3.
5. Two majors in Education, namely, course 1, Introduction to Education, and either 85, 86, or 87, Methods of Teaching.
6. Two majors of Practice Teaching in Manual Training or Drawing.
7. Sufficient additional majors in manual training and drawing to complete the 18 required for the certificate, with 36 grade-points. These majors will be assigned by the departmental adviser. The number so assigned will be 9 unless the student has some of the contingent distributive requirement to meet (see paragraph 4 above).
8. Three quarters of physical culture and non-credit lectures on personal hygiene. Students are advised to take as much and as varied work in physical culture, however, as possible, since teachers of the manual arts are often expected to teach physical culture as well.

In tabulated form the requirements for the Manual Arts Certificate would stand as follows:

1. Admission requirements
2. English 1 and 3 (2 majors)
3. Continuation group (3 majors)
4. Contingent requirement (varies with high-school work)
5. Education 1 and 85, 86, or 87 (2 majors)
6. Practice Teaching (2 majors)
7. Manual training and drawing (probably 9 majors)
8. Physical culture, 3 quarters and non-credit lectures on hygiene

4. DEPARTMENTAL CERTIFICATES IN HOME ECONOMICS AND HOUSEHOLD ART, AND IN GRAPHIC AND PLASTIC ARTS

A two-year course is provided in the above lines for students who have had three years of experience in teaching in a regularly organized school, or have had a two-year normal course in advance of a four-year high-school course. While it is desirable for teachers of Home Economics and Household Art, and of Graphic and Plastic Arts to have a four-year college course, those who have profited from experience in teaching may be prepared to teach these subjects successfully by pursuing specialized courses for only two years.

The requirements for these departmental certificates are the following:

1. The general admission requirements described above on p. 18.
2. Three years of experience in teaching or a two-year normal course beyond high school, as described above.

3. The completion of 18 majors of specialized work, with 36 grade-points. This must include the following:

a) A short sequence of 5 majors in Education, including course 1, Introduction to Education, and either 85, 86, or 87, Methods of Teaching, and 2 majors of practice teaching.

b) A long sequence of 9 majors in the special department. This must include one course in the theory of teaching the subject.

c) Four majors which may be assigned by the department either as prerequisites to certain departmental courses or as electives.

For detailed descriptions of the required courses in Home Economics and Household Art, see below, pp. 450-54, and for Graphic and Plastic Arts, see pp. 464-66.

4. Two quarters of physical culture, four periods a week, and one quarter of two periods a week; also non-credit lectures on school hygiene near the time of graduation.

5. THE SUPERVISOR'S CERTIFICATE

A one-year course preparatory to supervision in kindergartens or elementary schools is provided for graduates of normal schools or kindergarten training schools who have had three years of experience in teaching and receive at least 9 majors of advanced standing. Many capable students who have had such training and experience may be prepared, by doing one year of specialized work, to serve successfully as critic teachers or as supervisors in city systems. There are more demands for trained critic teachers in the normal schools than can be supplied.

The requirements for the Supervisor's Certificate are the following:

1. The general admission requirements. See p. 93.
2. Graduation from a normal school or kindergarten training school with sufficient credit to secure 9 majors advanced standing in the University of Chicago.
3. Three years' successful teaching experience in a regularly organized school.
4. One quarter of physical culture.
5. The satisfactory completion of 9 majors with 18 grade-points, to be distributed as follows:

For Kindergarten Supervisors—

Majors

- a) Education..... 2
(namely, course 46, The Curriculum; 89, Criticism and Supervision of Teaching)
- b) Practice Teaching..... 1
(or an exemption test)

For Primary or General Supervisors—

Majors

- a) Education..... 2
(namely, course 46, The Curriculum; 89, Criticism and Supervision of Teaching)
- b) Practice Teaching..... 1
(or an exemption test)

For Kindergarten Supervisors (continued)
Majors

c) Kindergarten-Primary Education... 3 (namely, course 7, Critical Study of the Kindergarten Program; 10, Kindergarten Training and Supervision; 3, Primary Methods)	
d) Natural Science 23, the Hygiene of Childhood..... 1	
e) Electives related to the Kindergarten and Primary Curriculum..... 2 (to supplement previous training in the special subjects)	
Total..... 9	
with 18 grade-points	

For Primary or General Supervisors (cont.)
Majors

c) One of the following alternatives.... 2	
1. For Primary Supervisors Kindergarten-Primary Education 3 and one elective in the same department	
2. For General Supervisors Education 34, Instructional and Supervisory Aspects, and a course in the teaching of some grammar grade subject	
d) Natural Science 23, the Hygiene of Childhood..... 1	
e) Electives related to the primary or grammar grade curriculum..... 3 (to supplement previous training in special subjects)	
Total..... 9	
with 18 grade-points	

Teachers of three years' experience who can fulfil the general college admission requirements but have not 9 majors of advanced standing may complete the requirements for the Supervisor's Certificate in from four to six quarters, depending on the amount of advanced standing which they receive. The advanced standing and residence work together must make a total of 18 majors. The residence work must include the 9 majors outlined above and other courses related to elementary-school supervision which are approved by the student's adviser. In addition to the one quarter of physical culture required of all candidates for this certificate, those entering with less than 9 majors advanced standing will take one additional quarter of physical culture if they have from 5 to 7 majors advanced standing, and two additional quarters of physical culture if they enter with less than 5 majors advanced standing.

UNCLASSIFIED STUDENTS

Persons at least twenty-one years of age, not seeking a degree, may be admitted through the office of the University Examiner to the courses of instruction offered in the University, as unclassified students, under conditions described above on p. 109.

PRACTICE TEACHING

1. *Requirements.*—Two majors of practice teaching are required in all undergraduate courses. Each major must include fifty hours of contact with the pupils in classroom, laboratory, or field. During this time the student must teach at least fifteen lessons in each major and may be required to teach from thirty to forty in each major when this can be arranged. It is recommended that students doing all their practice teaching in the Elementary School complete the requirement in one quarter by taking a double major.

2. *Exemption.*—Students who can furnish satisfactory evidence that they have had successful experience as teachers may be permitted by vote of the Faculty to substitute courses in the Department of Education for a part or all of this requirement. Applications for exemption from practice teaching should be made

to the Dean before the beginning of the student's next to last quarter of residence, in order that his qualifications may be determined. As a rule, students will be tested for exemption by assignment to three weeks of non-credit teaching in the Elementary or High School.

3. *Prerequisites*.—Two majors completed in the Department of Education are prerequisite for registration in all practice-teaching courses. For practice teaching in the High School the student must have qualifications in the subject to be taught satisfactory to the corresponding department in the College of Education. Whenever possible these qualifications should include a course in the theory of teaching the special subject.

(See *Handbook of Practice Teaching*, which will be sent upon request, for further regulations.)

PHYSICAL EDUCATION

This is a general requirement for all certificates and degrees. Students should report at the opening of every quarter to the Department of Physical Education, until the Department records the requirement as completely absolved. Ten quarters are required of men and six quarters of women who are candidates for degrees. Three quarters are required of candidates for all certificates.

Students receive automatically one quarter of physical culture credit for each 3 majors of credit received by advanced standing or through the Correspondence-Study Department or the University College. All students entering with advanced standing, however, must take at least one quarter of physical culture except women who receive 27 majors and have a Bachelor's degree.

CHAPEL-ASSEMBLY

All students in the College of Education are required to attend chapel-assembly on Wednesdays at 10:15 A.M., Room 214, Emmons Blaine Hall.

SCHOLARSHIPS FOR UNDERGRADUATES AND STUDENT SERVICE

A number of appointments to scholarships and student service are granted each year in the College of Education to students *who have completed one quarter of previous residence with satisfactory standing in studies*. In distributing these appointments preference is given (1) to those who furnish proper evidence of some special fitness for entering upon the profession of teaching, and (2) to those who enter at the beginning of the year with the intention of remaining at least three quarters, and who register for full work. Each student holding a scholarship or student service appointment is expected to render some service to the University, amounting in time to about two hours daily. This service may be given as messenger, library assistant, stenographer, laboratory helper, etc. The remuneration is the amount of tuition. A limited number of honor scholarships are granted to students for exceptional efficiency in class work. No service is required of persons holding such honor scholarships.

STUDENT ORGANIZATIONS

Students regularly enrolled in the College of Education vote for members of the general Student Council. A special committee of five members is chosen annually from the students in the College of Education and the students in the Graduate Department of Education. This committee has general charge of the social interests of the College of Education and the Graduate Department.

The Education Club is a voluntary organization including all advanced students in Education. It holds fortnightly meetings for the purpose of hearing educational lectures and reports.

The Dames Club of the University of Chicago, composed of wives and mothers of students, meets on the second and fourth Saturdays of each month at 3:00 P.M., in Lexington Hall.

III. THE UNIVERSITY HIGH SCHOOL

The University High School consists of the Chicago Manual Training School, established by the Commercial Club of Chicago, March 23, 1882, and the South Side Academy, founded in 1892. The first-named school was incorporated with the University of Chicago in 1897, the latter in 1901. In 1903 the two schools were combined to form the University High School and were transferred to the new buildings in Scammon Court, forming a part of the School of Education.

The school year is divided into two semesters and a Summer Quarter.

The courses of the Summer Quarter are, in the main, the same as those offered in the remaining quarters. The arrangement of the courses, however, is different. In most of the studies two recitations are held daily, and students are restricted to fewer subjects.

Special circulars are published describing the courses in the High School. These may be had by addressing the Principal of the High School, The University of Chicago.

IV. THE UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School includes a kindergarten and seven grades. Each of the grades is in charge of a critic teacher. A supervising principal is in charge of the School. Special attention is called to the fact that the elementary course preceding the high-school course is completed in seven years. The elementary course also emphasizes early instruction in foreign language and gives a large opportunity to the pupils for handwork of different types in connection with the other work of the School. Members of the Faculty of the College of Education and also members of the Graduate Department of Education participate in the formulation of the course of study and the general plans for the conduct of this School. Practice teaching is carried on in this School by students of the College under the immediate supervision of the grade teacher and of one of the members of the Graduate Department whose special function it is to deal with the problem of educational methods. The School furnishes an opportunity for tests and investigations in connection with the advanced educational courses.

DEPARTMENTS AND COURSES OF INSTRUCTION IN THE COLLEGE OF EDUCATION

RELATION TO DEPARTMENTS IN THE COLLEGES OF ARTS, LITERATURE, AND SCIENCE

Professional departments corresponding to those in other colleges of the University.—The courses organized in the College of Education are intended to supplement, not to duplicate, those of the Colleges of Arts, Literature, and Science. Part of the general plan is to have professional departments in the College of Education to correspond to several of the academic departments in the other colleges

(or in some cases to groups of academic departments). Thus there are organized in the College of Education departments of History, English, Mathematics, Geography, and Natural Science which give professional courses in the teaching of these subjects. Some of the instructors in these departments are also members of the Faculty of the Colleges of Arts, Literature, and Science.

Courses credited in the other colleges.—All of the courses offered in the departments named in the preceding paragraph are given credit toward the Bachelor's degrees in the Colleges of Arts, Literature, and Science. This includes courses in Practice Teaching, which may be taken under the same conditions as prevail for students registered in the College of Education (see above, p. 435). Students in the Colleges of Arts, Literature, and Science may not elect courses in the College of Education, however, until they have 9 majors of college credit.

The Department of Education is a department in the College of Education, in the Colleges of Arts, Literature, and Science, and in the Graduate School of Arts and Literature. Hence its courses are credited toward degrees in all of these divisions of the University.

Departments in the Fine and Industrial Arts not parallel to departments in other colleges.—In addition to the departments in the College of Education mentioned above there are four which do not correspond directly to departments in the other colleges of the University. These departments are: (1) Home Economics and Household Art, (2) Kindergarten-Primary Education, (3) Music, and (4) Aesthetic and Industrial Education. These departments are organized to train teachers for important lines of work in elementary and high schools for which the ordinary academic colleges do not provide training. In view of this fact these departments provide not only theoretical and practical professional courses, but also courses in subject-matter and technique. In many cases students who are preparing to teach these lines elect a large amount of work in the other colleges, particularly in the natural sciences.

Conditions governing credit in other colleges for handwork and art courses.—Students in the Colleges of Arts, Literature, and Science may receive credit for courses taken in the College of Education in cooking, sewing, music, drawing and painting, design, modeling and ceramics, and manual training only under the following conditions:

1. The amount of work which may be credited is an approved sequence of not less than three nor more than nine majors, not all of which need be professional or specialized courses.
2. No course shall be credited unless preceded by those fundamental subjects a knowledge of which is prerequisite to its proper development, e.g., practice courses in Music, by appropriate courses in the History and Theory of Music.
3. Not more than one-third of a sequence may be in subjects devoted to the development of technique.

CIB. EDUCATION

Introductory courses.—Course 1, Introduction to Education, is the best course with which to begin work in the Department. In case it is impossible or inconvenient to elect this, however, any one of the following courses could be taken first: 4, History of Modern Elementary Education; 5, History of Modern

Secondary Education (prerequisite: 12 majors of college credit); 66, Elementary Educational Psychology; 69, Elementary Child-Study.

Other general courses for undergraduates.—Other courses adapted to the general interests of undergraduates are the following, which might be elected after students have had one major in Psychology or Education: 41, Foreign School Systems; 79, Genetic Psychology; 85, or 86, or 87, Methods of Teaching.

Specialized and graduate courses.—The remaining courses are of a specialized or advanced character and are intended for Senior College students who have had three courses in Education or two in Education and one in Psychology, for intelligent, experienced teachers, and for graduate students.

Courses required of undergraduates.—Candidates for degrees in the College of Education and for some of the certificates are required to take course 1, Introduction to Education, and one of the following: 85, or 86, or 87, Methods of Teaching.

Standard sequence for undergraduates in the Colleges of Arts, Literature, and Science.—The following short sequence of courses is recommended for students in the Colleges of Arts, Literature, and Science who expect to teach in high schools:

1. Psychology 1, General Psychology.
2. Education 1, Introduction to Education.
3. Education 87, Methods of Teaching in High Schools. Prerequisite: one major in Education or Psychology.
4. Education 41, Foreign School Systems. Prerequisite: 2 majors in Education or one in Psychology and one in Education; or, Education 5, History of Modern Secondary Education. Prerequisite: 12 majors of college credit.
5. The Theory of Teaching History, or English, or Mathematics, or Science in High Schools (see special departments in the College of Education).
6. Practice Teaching (History 95, or English 95, or Mathematics 95, or Natural Science 95). Prerequisite: 2 majors in the Department of Education and satisfactory academic preparation; or, Education 65, The Psychology of High-School Subjects. Prerequisite: 3 majors in Education or Psychology.

Numbers indicate grading of courses.—The numbers inserted in black type after the names of the courses indicate roughly the degree of difficulty or advancement of the course. (1) indicates an elementary introductory course; (2) indicates an intermediate course which should be preceded by at least one course in Education or Psychology; (3) indicates an advanced or specialized course.

1. Introduction to Education (1).—A course of lectures, readings, and discussions introducing the students to the general problems of education, and to the sources of information and methods that lead to a scientific study of them. The best course with which to begin work in the Department. Required of all students in the College of Education. Mj. Autumn, sec. a, sec. b, PROFESSOR JUDD, MR. RUGG, and MR. YOUNG; Winter, PROFESSOR JUDD AND MR. GRAY; Spring, MR. RUGG.

THE HISTORY OF EDUCATION

4. History of Modern Elementary Education (1).—A brief review of mediaeval social life in the fourteenth and fifteenth centuries is made and a brief survey of the development of vernacular schools in mediaeval cities. The following

topics are then studied: the influence of the Reformation upon the development of school systems and practices; the development of modern social forces, including nationalities, vernacular literatures, natural sciences, and democracy; the consequent and gradual secularization of social life and education; the revolutionary developments during the nineteenth century in public elementary-school systems and elementary-school practices. An elementary introductory course consisting of class discussions based on assigned readings. No prerequisites. Mj. Spring, MR. YOUNG.

5. History of Modern Secondary Education (2).—The course opens with a survey of social conditions in Europe in the twelfth to the seventeenth century and the organization and development of Latin grammar schools to meet certain of these conditions. Modifications of these schools to meet new social needs resulting from changing economic, political, and intellectual conditions in the eighteenth and nineteenth centuries are traced. Special attention is given to the development of American Latin grammar schools, academies, and high schools in comparison with their European counterparts. Prerequisite: 12 majors of college credit. M. Summer, First Term; Mj. Autumn, MR. YOUNG.

10. Introduction to History of American Education (2).—A brief review of European social and educational conditions in the sixteenth and seventeenth centuries, particularly in England and Holland, is made in order to secure a background for the study of American colonial conditions. The following topics are then studied: the transplanting of European educational institutions and practices and their modification to meet colonial needs; comparisons of general social conditions in the several colonies and the resulting contrasts in educational development; the development of a few typical and contrasting state systems; the influence of the development of the factory system and the growth of large cities during the nineteenth century. For Senior College students. Prerequisite: 1 major in Education. Mj. Spring, MR. YOUNG.

10A. History of American Elementary Education (2).—A survey of the development of our system of elementary education from class, charity, and private schools to schools which are universal, free, and public. Emphasis will be placed upon the evolution of school practices and methods, and an outline of the principal developments in the curriculum will be given. The work will be based upon a syllabus and assigned readings. For graduate and Senior College students. Limited to 50. M. Summer, First Term, MR. YOUNG.

10B. History of American Educational Institutions (2).—A study of the development of educational institutions as one phase of the history of American education; the establishment of schools, their control, general characteristics, the functions which they served, relation to each other and to changing social conditions, etc. The following subjects, considered in their relations to the larger topics, are representative of those studied: the colonial system of apprenticeship; private schools of the colonial period; the development of the high school; growth of opportunities for the collegiate education of women; the part played by the United States government in the history of American schools; foreign influences. For graduate and Senior College students. M. Summer, Second Term, PROFESSOR WELLS.

10C. History of Curricula and Methods in American Education (2).—A study of the history of American education limited to a consideration of the development of the present curriculum and the methods of teaching employed in the schools of elementary, secondary, and collegiate grades. Typical subjects for study, which will be taken up in their relation to the more general facts, are the decline of the religious element in instruction; the growth of the scientific element; the meaning of the academy in the development of the secondary-school curriculum; changing social demands as a determining factor in the growth of the curriculum; the Lancasterian method of instruction; reforms in methods at the middle of the nineteenth century; the influence of child-study and educational psychology; the development of the laboratory method. For graduate and Senior College students. M. Summer, Second Term, PROFESSOR WELLS.

15. History of American Education (3).—A study of special topics in American Education, restricted to advanced research students capable of original investigation. For graduate students only, on consultation with the instructor. Lectures, reports, and criticisms. Limited to 20. Mj. Summer (or M. either Term), ASSISTANT PROFESSOR JERNEGAN.

17. American Colonial Education (3).—An advanced course based on the sources, tracing the origin and development of American education to 1783, showing its relation to old world education, and discussing the economic, social, religious, and political factors which influenced the development of colonial educational institutions. Lectures, readings, and original investigations. For graduate students. Mj. Winter, ASSISTANT PROFESSOR JERNEGAN.

18. History of Education in the United States (3).—A study of the development of American education since 1783, continuing course 17, and treated in a similar manner. In both courses the history of elementary, secondary, and higher education is traced, presenting the subject as a phase of our social history. For graduate students. Mj. Spring, ASSISTANT PROFESSOR JERNEGAN.

SOCIAL AND ADMINISTRATIVE ASPECTS

30. Educational Administration: Introductory Survey (2).—This course aims to present a general survey of the field of educational administration for the beginning student. It will include discussion of such topics as: (1) Review of certain developing tendencies favoring progress in educational administration. (2) The state's participation in education; types of schools; units and principles of control; principles by which American school systems may be measured; boards of education; the superintendency; a survey of the fiscal aspects of education; the preparation, certification, training during service and tenure of teachers; the school plant. (3) The administration of instruction: supervision and the inspection of schools; rating of teachers and measurement of teaching efficiency; newer administrative principles of school curricula; classification and promotion systems; extra school activities and relations. For graduate and Senior College students. Mj. Autumn and Spring, MR. RUGG.

32. Educational Administration: Financial Aspects (3).—This course aims to cover a detailed study of the development and present status of school finance: (1) The support of schools, national, state, and local; methods of raising school funds and bases for their apportionment; fiscal position of education in American cities; city school funds and expenditures; the present status of distribution of school moneys. (2) School costs: an analytical and comparative study of general school costs; total costs; general and special per capita costs; curriculum costs; teaching costs; salary schedules; pension systems and teachers' retirement allowances; comparative costs in American cities and towns. (3) School accounting: increasing costs of education and newer movements toward the development of school accounting; financial policies of the schools; budgets; estimates; statements, reports, etc.; critical examination of actual and proposed record forms for use in school accounting. For graduate students. Mj. Winter, MR. RUGG.

34. Educational Administration: Instructional and Supervisory Aspects (3).—This course deals with the organization and methods of management of school systems. For the most part it consists of an examination of the many scientific studies that have appeared in recent years which show the possibility of efficient organization and of scientific supervision. It deals with such topics as: the classification, grading, promotion, retardation, and elimination of pupils; the training, certification, appointment, promotion, training during service, tenure, supervision, etc., of teachers; the course of study, and the widening scope of public education. For graduate students. Mj. Spring, ASSISTANT PROFESSOR BOBBITT.

35. Educational Administration: General Supervisory and Material Aspects (3).—This course is a direct continuation of the preceding one and deals (1) with the more general aspects of organization and supervision as represented by city

and state school boards with their various executive agents; and (2) with the material aspects of educational management: school finance, methods of accounting, salary schedules, pensions, buildings, grounds, sanitation, textbooks, and school supplies. The work will consist of investigations of actual conditions by students; and the examination of the results of recently published scientific investigations. For graduate students. Mj. Spring, ASSISTANT PROFESSOR BOBBITT. [Not given in 1915-16.]

35A. Educational Administration: General Supervisory and Material Aspects (2).—A study of the organization of school systems, with particular reference to city schools. Topics: American ideals back of our school systems; education a function of the state; boards of education; the office of superintendent; financing school systems; general organization of the teaching staff; material equipment essential for good work; kinds of schools and courses; co-ordination of educational resources of a community; records and reports; presentations of school data to influence the public; measuring the efficiency of a school system for purposes of improvement. Throughout the emphasis will be upon presenting the results of statistical and experimental studies and of descriptions of actual achievements. For graduate and Senior College students. M. Summer, First Term, PROFESSOR ALEXANDER.

36. High-School Administration (3).—This course deals with the practical problems of high-school administration, including the relation of the high school to the elementary school and to the college; statistical studies as tests of efficiency; the making of curricula and of programs; the reorganization of the material of secondary education; social organization; moral instruction and training. The material of the course is definitely related to actual school conditions, particularly in the University High School. Primarily for graduate students. Mj. Winter, PRINCIPAL JOHNSON.

37. Problems in High-School Administration (2).—A study will be made of the fundamental conception of the secondary school and its differentiation from other types of institutions. The school is regarded as charged with a three-fold function of training for work, for civic and other social relations, and for leisure. The organization, equipment, and administration of the school will be considered in its intellectual, physical, and moral aspects, involving a study of the principles underlying the curriculum, the grounds upon which vocational studies and exercises in the high school are to be justified; the place of moral and religious training in the secular school will be discussed. A term paper embodying a study of an educational problem will be required of those who expect graduate credit. For graduate and Senior College students. Prerequisite: Elementary Psychology and 1 major in Education. Mj. Summer (or M. either Term); Mj. Spring, PROFESSOR BUTLER.

38. Rural Education (2).—A course adapted to county superintendents and others engaged in administration and supervision of rural education. Organized to give graduate credit in Education. Lectures, assigned readings, reports, and conferences. For graduate and Senior College students. M. Summer, First Term; repeated M. Second Term, ASSISTANT PROFESSOR NOLAN.

41. Foreign School Systems (2).—The course will be devoted mainly to a study of the schools of Germany, England, and France, tracing the historical development of existing systems of elementary and secondary education as expressions of the religious, social, and industrial ideas that have dominated the people, with especial emphasis upon the influence on public education of ecclesiasticism, humanism, realism, and nationalism, and a study is made of the present tendencies. Short comparative studies will also be made of the situation in certain other European and oriental countries. For graduate and Senior College students. Prerequisite: 2 majors in Education, or 1 major in Education and 1 major in Psychology. Mj. Summer (or M. either Term); Mj. Autumn, PROFESSOR BUTLER.

46. Curriculum (2).—This course deals with the organization of the public-school curriculum as related to social conditions and social needs. It gives

detailed attention to the increasingly insistent demands for courses that will definitely meet the needs of vocation, health, civic life, family life, social intercourse, moral conduct, and leisure occupations. The present rapid transformation of traditional studies is considered in relation to these definite social demands. Actual instances are discussed of what appears to be the most advanced experimentation in the adaptation of the curriculum of the community needs. The course applies to the work of grammar grades and high school. For graduate and Senior College students. Mj. Summer (or M. either Term); Mj. Winter, ASSISTANT PROFESSOR BOBBITT.

47. Curriculum (continued) (3).—The preceding course deals with the organization of the curriculum in its general outlines and attempts to develop supervisory perspective. The present course attempts to fill in details, based upon a study of (1) actual courses of study in progressive school systems; (2) the pedagogical suggestions of educational leaders; (3) the organization of subjects as found in successful textbooks; and (4) social analyses of community needs. For graduate students. Mj. Spring, ASSISTANT PROFESSOR BOBBITT.

50. Social Aspects of Education (2).—Studies in the institutional aspects of education with especial reference to the responses of schools to new social and industrial demands. Social aspects of mental development. The school as a social center; adult education and the wider use of the school plant for social purposes. The corporate life of the school in relation to moral training. For graduate and Senior College students. Mj. Autumn, ASSISTANT PROFESSOR GORE. [Not given in 1915-16.]

56. General Principles of Fine and Industrial Art (2).—A course of lectures and reading to show the educational values of free-hand drawing, constructive work, design, and art, and their relation to each other, and to the general course of study in elementary and high schools. It is planned for students of education, superintendents and directors, and special teachers of drawing and manual training. For graduate and Senior College students. Mj. Summer (or M. either Term); Mj. Winter, PROFESSOR SARGENT.

57. Industrial Education in Public Schools (2).—This course includes a discussion of the history and status of industrial education in the United States; pertinent lessons to be learned from foreign systems; attitude of organized labor: relation to manual training; attitude of employers of labor; legislation; experiment by private philanthropic institutions, industrial corporations, and public schools; articulation with the present school system, vocational guidance. For graduate and Senior College students. Mj. Summer (or M. either Term); Mj. Autumn, ASSOCIATE PROFESSOR LEAVITT.

59. Vocational Guidance (2).—The course includes a survey of the recent rapid development of the various organizations, within and outside of the schools, for securing a more rational adjustment between education and early vocational experiences. Such topics as guidance, placement, employment supervision, vocational analysis, cumulative school records, vocational guidance surveys, and vocation bureaus will be discussed. Special attention will be given to the relation of industrial education to vocational guidance. For graduate and Senior College students. M. Summer, First Term; repeated M. Second Term; Mj. Autumn and Spring, ASSOCIATE PROFESSOR LEAVITT.

EDUCATIONAL PSYCHOLOGY AND EXPERIMENTAL EDUCATION

65. Psychology of High-School Subjects (3).—A review of the literature on the adolescent period. Special discussion of the mental processes involved in algebra, geometry, language studies, high-school English, history, science, and manual training. The course is designed for high-school teachers and principals. For graduate students. Prerequisite: 3 majors in Education or Psychology. Mj. Winter, PROFESSOR JUDD.

66. Elementary Educational Psychology (1).—This course gives a general introduction to the study of mental development so far as it is related to education. It treats briefly of the instinctive responses of the child and of the

mental characteristics of the child at various ages as the basis for a more detailed study of the various forms of learning through which the child passes in his school work. These forms of learning are analyzed through a study of the development which is brought about by the work in the different subjects of the curriculum, as writing, drawing, reading, mathematics, natural science, etc. This survey is arranged so as to convey a notion of the organization of the mental life in general and is supplemented by a discussion of such topics as memory, attention, and mental economy and control. For undergraduate students. M. Summer, First Term, PROFESSOR JUDD; repeated M. Second Term, ASSISTANT PROFESSOR FREEMAN; Mj. Autumn, ASSISTANT PROFESSOR FREEMAN; Mj. Spring, PROFESSOR JUDD.

67. Advanced Educational Psychology: Higher Mental Processes (3).—This course consists of lectures and readings dealing with the nature of habit, language, social consciousness, abstract thought, and the higher forms of mental activity. Prerequisite: Introductory Psychology. For graduate students only. M. Summer, First Term; Mj. Spring, PROFESSOR JUDD.

67A. Advanced Educational Psychology: Science and Art (2).—A study of some of the psychological problems involved in the teaching of science and of art—in the training of scientific habits of thinking and in the development of technique and appreciation. For graduate and Senior College students. Mj. Winter, ASSISTANT PROFESSOR GORE. [Not given in 1915-16.]

68. Individual Psychology (3).—Problems regarding methods of studying individual variations in temperament, capacity, and development. For graduate students. Mj. Autumn, ASSISTANT PROFESSOR GORE.

70. Advanced Child-Study (3).—In this course selected topics in child-study will be discussed in detail on the basis of the reports of investigations of the child in periodical and monograph literature. The class work will consist mainly in reports on this literature by members of the class and of discussions based upon these reports. Primarily for graduate students. Mj. Winter, ASSISTANT PROFESSOR FREEMAN.

71. Introductory Laboratory Course in Experimental Education (3).—In the first eight weeks of the course the members of the class will perform a series of experiments designed to acquaint them with the chief methods and results of experimentation in this field and to prepare for advanced work in the same direction. These experiments include an investigation of various types of learning, an analysis of the mental processes involved in certain school subjects, together with the study of practical tests of attainment in the school subjects and the performance of various sensory and mental tests. In the last four weeks each member of the class will carry forward an individual problem. Reports of the results obtained by each individual will be made and comparative reports of the results from the class as a whole will be compiled on each experiment. For graduate students. Limited to 25. Mj. Summer (or M. First Term); Mj. Autumn, ASSISTANT PROFESSOR FREEMAN.

72. Statistical Method as Applied to Educational Problems (3).—Each of the many types of educational problems that require statistical organization of the facts will be taken up for the purpose of mastering both the statistical practices and the statistical theory involved. Considerable practice will be given in the solution of problems from original data. For graduate students in Education. Limited to 30. M. Summer, First Term, repeated M. Second Term, PROFESSOR ALEXANDER AND ASSISTANT PROFESSOR BOBBITT; Mj. Winter, ASSISTANT PROFESSOR BOBBITT AND MR. RUGG.

73. Psychopathic, Retarded, and Mentally Deficient Children (3).—A discussion of school cases, with some opportunity for observation and examination. The lectures deal with the causes, frequency, methods of examination, diagnosis, and provisions for training in school. For graduate students. DM. Summer, First Term; Mj. Autumn and Winter, ASSOCIATE PROFESSOR STEVENS.

74. Psychopathic, Retarded, and Mentally Deficient Children (continued) (3).—This course is a continuation of course 73. For graduate students. Mj. Winter, ASSOCIATE PROFESSOR STEVENS.

75. Research Problems in Mental Deficiency (3).—The course is an experimental study of certain topics in mental deficiency such as the classification and analysis of types of mental deficiency; incidence of various causes of mental deficiency; standardization of tests for mental deficiency; correlation of results of tests for mental deficiency; the study of sociological and economic factors in mental deficiency. Prerequisite: courses 73 and 74. For graduate students. Mj. Spring, ASSOCIATE PROFESSOR STEVENS.

76. Experimental Education: Survey of Results (3).—In this course the same outline of topics is followed as in the laboratory course in experimental education (course 71). The periodical and monograph literature in which the technique and results of experiments are reported is critically reviewed. Lectures and readings. For graduate students and advanced undergraduates. Prerequisite: course 71 or Experimental Psychology. Mj. Winter, ASSISTANT PROFESSOR FREEMAN.

77. Education Tests (2).—In this course the various tests for determining sensory normality, maturity, intelligence, fatigue, etc., will be described and illustrated and the results obtained from the application of such tests will be discussed. Lectures and reports. For graduate and Senior College students. Mj. Autumn, ASSISTANT PROFESSOR FREEMAN. [Not given in 1915-16.]

78. Experimental Investigations in Elementary-School Subjects (2).—The more significant experimental investigations in such subjects as reading, writing, arithmetic, and spelling will be critically discussed with a view to determining their value and significance in the actual work of teaching and supervision. The various standard tests for different elementary-school subjects will be similarly treated. For graduate students and general supervisors. Prerequisite: Education 71 or one major in Experimental Psychology. Mj. Spring, MR. GRAY.

79. Genetic Psychology (3).—This course will combine two lines of the study of mental development: (1) experimental studies of the development of habit or skill, and (2) sociological studies of the development of instincts and habits. For graduate students. Mj. Spring, ASSISTANT PROFESSOR GORE.

83. Research Problems in Education (3).—Students qualified by previous training will be assigned problems for experimental and statistical investigation. The results of these investigations will be subjected to individual criticism. Elaborate reports will be required from members of the class. M. Summer, First Term, Restricted to candidates for Master's degree at Summer Convocation; Mj. Autumn, Winter, and Spring, PROFESSOR JUDD.

EDUCATIONAL METHODS

85. Methods of Teaching (2).—Factors determining the selection and arrangement of subject-matter. The routine phases of school-keeping. Methods of learning involved in various school subjects; corresponding methods of teaching. How to secure interest and attention, provide for individual differences, and organize supervised study. The use of textbook and conversational methods. Planning and testing of teaching. Observation in the elementary and high schools. For Junior and Senior College students. Should be preceded by one course in education or psychology if possible. Mj. Winter, MR. GRAY.

86. Methods of Teaching in Elementary Schools (2).—Same as course 85 with special reference to teaching in elementary schools. For undergraduate students. M. Summer, First Term, PROFESSOR PARKER; repeated M. Second Term, PROFESSOR CHARTERS; Mj. Spring, PROFESSOR PARKER.

87. Methods of Teaching in High Schools (2).—Same as course 85, with special reference to teaching in high schools. For Senior College students. Mj. Autumn, sec. a, PROFESSOR PARKER; sec. b, MR. GRAY; Spring, MR. GRAY.

88. Methods of Teaching in High Schools: Advanced Course (3).—The same as course 87, but for graduate students. M. Summer, First Term; repeated M. Second Term, PROFESSOR PARKER.

89. Criticism and Supervision of Teaching (3).—Observation and discussion of lessons in the University Elementary School. Problems of critic teachers and supervisors in normal schools and city systems. The literature of educational methods. Organization of critic teaching and teachers' meetings. Elements of criticism. For graduate students and general supervisors. Prerequisite: 3 majors in Education. Mj. Autumn, MR. GRAY; Spring, PROFESSOR PARKER.

89A. The Literature of Educational Methods (3).—A critical discussion of textbooks on methods of teaching from the standpoint of their use in normal-school classes, reading circles, and teachers' meetings. Texts by Thorndike, Bagley, McMurry, Charters, Dewey, and Strayer will be examined and a limited number of topics discussed intensively, taking the treatment in the texts as a point of departure. Bibliographies and syllabi for method discussions will be prepared by the students. For graduate students. Limited to 30. M. Summer, Second Term, PROFESSOR PARKER.

91. Development of Modern Methods of Teaching in Elementary Schools (3).—School practice at the end of the eighteenth century; Rousseau's new basis; Pestalozzian methods in object-teaching, language, arithmetic, geography, etc., as the basis of nineteenth century practice; Herbartian methods in history and literature; Froebelian methods in motor expression and social participation. Reports by students on the history of methods in special subjects. For graduate students. Mj. Autumn, PROFESSOR PARKER.

94. The Teaching of Ideals (3).—A systematic study of the methods by which a love for and an appreciation of school subjects, moral ideals, taste for good music and art, etc., may be developed in children. Primarily for graduate students. M. Summer, Second Term, PROFESSOR CHARTERS.

95. Practice Teaching (2).—Students electing general practice teaching in the Elementary School above the primary grades will register for Education 95. They will spend five hours a week observing or teaching, and sufficient additional time in critic meetings and in preparation to fulfil the requirements of a major or minor course. Mj. Autumn, Winter, and Spring. General organization arranged by MR. GRAY. Immediate supervision and control of practice teachers by critic teachers and supervisors.

CIV. HISTORY

The courses in this Department are designed, first, to meet the needs of Senior College students who are making history their principal subject with a view to teaching in the high school; second, to prepare students who intend to teach history in normal schools and colleges of education where emphasis is laid on methods; and, third, to train supervisors and teachers in elementary schools who include history among the other subjects with which they deal.

1. History in the Primary Grades.—A selection of material adapted to the first four grades of the elementary school; a consideration of the various methods of presenting the selected material; a discussion of lesson plans and devices; an investigation of the current practices of history teaching in these grades; and some observations of history teaching in the University Elementary School. M. Summer, First Term; repeated M. Second Term, MISS MITCHELL; Mj. Spring, ASSISTANT PROFESSOR TRYON.

8. The Teaching of History in the Elementary School.—A course for students who are training for supervisory positions and for general or special teachers in the upper grades. Some topics considered are: historical basis of the present course in history; general and special aims and methods for the grades; adapting history to children; the courses of study; standardization of illustrations, maps, dates, and topics in Grades VII and VIII. Mj. Winter, ASSISTANT PROFESSOR TRYON.

11. The Teaching of History in the Grammar Grades.—A course for teachers and supervisors of Grades V, VI, VII, and VIII. Emphasis is placed on the selection of proper materials and the most efficient methods of presenting these materials to children in the foregoing grades. Other topics considered are lesson plans, map-making, reference books, collateral reading, illustrative materials, dramatization, construction, written work, and possible correlations with English, reading, and geography. Mj. Summer (or M. either Term), ASSISTANT PROFESSOR TRYON.

12. The Teaching of History in High Schools.—A practical course for actual and prospective teachers of history in the high school. An extended discussion of materials, methods, and devices. Some topics considered are: the nature of history; ideals in writing history; aims and values; factors contributing to the betterment of history teaching; history of history teaching in American schools; collateral reading; use of sources; written work; relation of history to other subjects; textbooks; and the course of study. Mj. Summer (or M. either Term), ASSISTANT PROFESSOR TRYON.

13. The Teaching of European History in High Schools.—A selection and organization of material adapted to high-school students; the selection and management of collateral reading; the selection and use of textbooks, maps, charts, and general illustrative material; observation in the University High School. Mj. Winter, ASSISTANT PROFESSOR TRYON.

14. The Teaching of Modern European and American History in High Schools.—Similar in nature and purpose to course 13. The foregoing topics are applied to European and American history since 1763. Observation in the University High School. Mj. Spring, ASSISTANT PROFESSOR TRYON.

95. Practice Teaching in History.—Open to Senior College students. Pre-requisite: 1 major in the teaching of history and 2 majors in Education. Each student must teach at least 15 lessons. Mj. Winter and Spring. Hours to be arranged.

CVIA. THE DEPARTMENT OF HOME ECONOMICS AND HOUSEHOLD ART

The courses of study in this Department are primarily arranged to train teachers and supervisors in elementary, secondary, and vocational schools, and instructors and heads of departments for higher institutions.

The courses designated as institutional courses offer in addition opportunities for the training of dietitians, supervisors, and managers of school lunchrooms and similar institutions.

In connection with the Department of Fine and Industrial Arts it is possible to arrange programs for those students who desire to specialize in costume design and house decoration.

In co-operation with the Department of Household Administration this Department offers training for social workers in institutions whose activities are largely expressed through the organization of the home.

The Home Economics and Household Art Department offers two curricula, one leading to a departmental certificate, conferred on the completion of 18 majors of approved work, the other leading, on the completion of 36 majors, to the Bachelor's degree in Education.

The certificate course is open only to students who have had three years of teaching experience or a two-year normal course in advance of a four-year high-school course. The required work for the certificate is as follows:

General Chemistry 1 and 2	2 majors
Design	1 major
Physiology	1 major
Education	5 majors
Home Economics and Household Art	9 majors

Candidates for the degree must fulfil the general Junior College requirements as specified on p. 428 and in addition the departmental requirements described below:

1. At the present time in a majority of school systems Home Economics and Household Art are so organized that candidates for positions are required to be prepared in both subjects. The sequence in the Department is accordingly so arranged that each student satisfies a minimum requirement in one section while taking the larger part of the work in the other. Candidates for the Bachelor's degree under this arrangement pursue the following specialized professional courses:

In the Department of Home Economics and Household Art.....	9½ majors
In related sciences and arts as a preparation for courses in Home Economics and Household Art.....	8 majors
In the Department of Education, including Practice Teaching.....	6 majors
Total special and professional requirements.....	23½ majors

2. Some opportunity will be given for students having advanced standing and experience in teaching to specialize either in Home Economics or in Household Art. The approval of the departmental adviser is required for this type of specialization.

3. Students who enter with 18 majors of advanced standing, including 1 unit or 2 majors in Physics, will be allowed to graduate after taking 18 majors of specialized and professional work, which will be outlined to suit the needs of each student. Students who graduate under these conditions are, however, not so well prepared for teaching as those who have pursued the courses outlined in paragraphs 1 and 2 above, and they are advised to take more than two years of specialized and professional work.

4. Graduates of other colleges may arrange a program leading to the professional Bachelor's degree in Education. The time required for the completion of such a course will depend upon the content of the student's earlier college work.

For courses leading to the advanced degrees see the Announcement of the Department of Household Administration, a copy of which will be sent upon request. The Degrees of Master of Arts and of Science and of Doctor of Philosophy are conferred upon students in accordance with the regulations of the Graduate Schools of Arts, Literature, and Science. The specific requirements will be determined in each case according to the undergraduate training of the candidate.

The following tables outline the specific requirements of the four-year program:

4-Year Program in Home Economics and Household Art

Junior College

1st year

English 1.....	1 major
Physiology 1.....	1 major
Education 1 (Introduction to Education).....	1 major
Art (Design and elective).....	2 majors
Household Art 100 (Elementary Sewing).....	1 major
Continuation Group { Mathematics History group Science Language }	In one of these.... 3 majors
	9 majors

Junior College
2d year

English 3.....	1 major
Chemistry 1 and 2 or 2S and 3S (General).....	2 majors
Home Economics 1 (Food Preparation).....	1 major
Education (elective).....	1 major
Electives.....	4 majors
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	9 majors

STUDENTS SPECIALIZING PRIMARILY IN HOME ECONOMICS

Senior College
3d year

Home Economics 36 (Food Chemistry).....	1 major
Home Economics 3 and 4 (Study of Foods).....	2 majors
Household Art 152 (Textiles).....	1 major
Household Art, 130, 141, or 101.....	1 major
Education 85, or 86, or 87 (Methods of Teaching)...	1 major
Household Administration 42 (Sanitation).....	1 major
Chemistry 4 (Organic).....	1 major
Elective.....	1 major
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	9 majors

4th year

Home Economics 38 or 39 (Nutrition and Dietaries)	1 major
Home Economics 60 (Teaching of Home Economics)	1 major
Household Art 161 (Teaching of Household Art)...	$\frac{1}{2}$ major
Education (elective).....	1 major
Education, Practice Teaching.....	2 majors
Electives.....	$3\frac{1}{2}$ majors
	<hr/>
	9 majors

STUDENTS SPECIALIZING PRIMARILY IN HOUSEHOLD ART

Senior College
3d year

Household Art 152 (Textiles).....	1 major
Household Art 101 (Advanced Sewing).....	1 major
Household Art 136 (Costume Design).....	1 major
Political Economy 1 and 2.....	2 majors
Home Economics 3 or 5 (Study of Foods).....	1 major
Home Economics 8 or 35 or 36.....	1 major
Education 85, or 86, or 87 (Methods of Teaching)...	1 major
Elective.....	1 major
	<hr/>
	9 majors

4th year

Education (elective).....	1 major
Education, Practice Teaching.....	2 majors
Household Art 160 (Teaching of Household Art)...	1 major
Home Economics 61 (Teaching of Home Economics)	$\frac{1}{2}$ major
Household Art 102 (Study of Costume).....	1 major
Electives.....	$3\frac{1}{2}$ majors
	<hr/>
	9 majors

ADVISED ELECTIVES

Household Administration	Psychology 1
Household Art, 110, 120, 121, 141 or 145, 170	English 40, 41
Home Economics 2, 8, 35, 37, 70, 71, 72	Sociology
Political Economy	Chemistry 6 or 8
Political Science	Art
Geography 3	Bacteriology

I. HOME ECONOMIC COURSES

JUNIOR COLLEGE COURSES

1. Food and Its Preparation.—An introduction to the study of foods. This course includes a study of food production and manufacture. Emphasis is placed on methods of preparation and the influence of these methods on the structure and general composition of foods. Intended primarily for Junior College students. Laboratory fee, \$5.00. M. or DM. Summer, Miss FEENEY, Miss WARD, and Miss MONSCH; Mj. Autumn and Winter, Miss ALLEN.

2. Advanced Cooking.—This course offers more technical work in food preparation with emphasis placed on skilful manipulation. The cost and serving of foods are also considered. Laboratory fee, \$5.00. M. Summer, First Term; DM. Second Term, Miss WARD and Miss MATTESON; Mj. Winter, Miss ALLEN.

SENIOR COLLEGE COURSES

3. Study of Foods.—A detailed experimental study of the food elements and the effect of cooking. This course also includes a quantitative and qualitative study of recipes and the uses of different types of cooking apparatus. Prerequisite: General Chemistry, Home Economics, 1, 35, or 36. Laboratory fee, \$5.00. Mj. Winter, Miss ELIZABETH W. MILLER.

4. Study of Foods (continued).—This course is a continuation of course 3. Mj. Spring, Miss ELIZABETH W. MILLER.

5. Elementary Food-Study.—A condensed study of foods considering the main problems taken up in courses 3 and 4. This course is planned for students specializing primarily in Household Art. Prerequisite: General Chemistry, Home Economics 1. Laboratory fee, \$5.00. Mj. Summer (or M. either Term), Miss MONSCH; Mj. Autumn and Spring, Miss ALLEN.

6. Elementary Dietary Problems.—A laboratory course arranged to give a concrete idea of dietary standards with consideration of such special problems as child diet; the school lunch; cost of food in relation to the family budget. A course for students specializing primarily in Household Art. Prerequisite: General Chemistry, Home Economics 5, Physiology 1. Laboratory fee, \$5.00. M. Summer, Second Term, Miss HANNA; Mj. Winter, Miss ELIZABETH W. MILLER.

9A. Dietetics.—A study of fundamental principles of dietetics and the preparation of practical dietaries. This course is planned for students desiring to make a special study of nutrition and must be taken as preparation for course 38A, Chemistry of Nutrition. Prerequisite: 3 majors in Home Economics, Physiology, and Home Economics 36. Laboratory fee, \$2.00. M. Summer, First Term, Miss ELIZABETH W. MILLER.

35. Elementary Organic and Food Chemistry.—A presentation of some of the most important parts of food chemistry, preceded by an elementary treatment of such portions of organic chemistry as are most essential to an understanding of food composition. A course for students specializing primarily in Household Art. Laboratory and lecture. Prerequisite: Chemistry 1 and 2, or 2S and 3S. Laboratory fee, \$3.00. DM. Summer, First Term, ASSISTANT PROFESSOR BLUNT and Miss ELIZABETH W. MILLER; Mj. Winter, ASSISTANT PROFESSOR BLUNT.

36. Chemistry of Food.—Study of the chemistry of proteins, carbohydrates, and fats, with special emphasis upon the composition of such foods as meat, flour, sugar, milk, butter. Adulteration of food. The laboratory work is partly qualitative and partly quantitative, for the latter the official methods of analysis being used. Prerequisite: Organic Chemistry. Laboratory fee, \$3.00. Mj. Summer and Autumn, ASSISTANT PROFESSOR BLUNT.

37. Chemistry of Food (continued).—A continuation of the work in course 36. The subject-matter may be adapted to the special needs of the students. Lecture and laboratory. For graduate or Senior College students. Prerequisite: Home Economics 36 or its equivalent. Laboratory fee, \$3.00. Mj. Winter, ASSISTANT PROFESSOR BLUNT.

38. Chemistry of Nutrition.—Chemistry of digestion; metabolism; quantities of protein, ash, etc., desirable under different conditions. The laboratory work consists chiefly of artificial digestion experiments and urine analysis. Prerequisite: Home Economics 36. Limited to 15. Laboratory fee, \$3.00. M. Summer, Second Term; Mj. Autumn, ASSISTANT PROFESSOR BLUNT.

39. Nutrition and Diets.—Part of the work of course 38 given in close connection with a concrete study of diets of individuals and institutional groups. Prerequisite: Home Economics 36. Laboratory fee, \$4.00. Mj. Autumn, ASSISTANT PROFESSOR BLUNT AND MISS ELIZABETH W. MILLER.

60. Theory of Teaching Home Economics.—A consideration of the functions of Home Economics in the elementary and secondary schools; study of the type of work in different school systems; arrangement of courses of study. Prerequisite: 2 majors in Education and 5 majors in the Department. Mj. Autumn, MISS HANNA.

61. Theory of Teaching Home Economics.—This course considers the problem of Home Economics in the elementary schools. It includes arrangement of courses and discussion of method of presentation of subject-matter. Prerequisite: 2 majors in Education and 3 majors in Home Economics. M. Summer, First Term; repeated M. Second Term; M. Autumn and Winter, MISS HANNA.

68. Household Organization.—This course considers a study of the work of the house and its organization. The laboratory work will consist of time studies of household activities and experiments with various household methods. Prerequisite: General Chemistry. Laboratory fee, \$1.00. M. Summer, Second Term, MISS WARD; M. Winter, MISS HANNA.

70. Institution Economics: Organization and Equipment.—A study of the organization and equipment of school lunchrooms, public and private institutions. The installation of equipment with reference to the economy of time and energy. Lecture and field work. Mj. Autumn, MISS COLBURN.

71. Institution Economics: Marketing.—Production, manufacture, and distribution of foods; their commercial and nutritive value. Storage and care of supplies. Lecture and laboratory. To accompany or precede course 72. M. Summer, First Term; Mj. Spring, hours to be arranged, MISS COLBURN AND MISS ———.

72. Institution Economics: Institution Cooking.—The preparation and selection of food. A study of institution diets with special reference to the school lunch. Quantity in relation to number to be served. Methods of serving. Practice is required in the school lunchroom. Lecture and laboratory. Prerequisite: General Chemistry and Home Economics 4 or 5. M. Summer, First Term, MISS COLBURN, MISS PARR, AND MISS DANA; Mj. Winter, MISS COLBURN AND MISS MCKENNEY.

95. Practice Teaching in Home Economics.—Observation and practice in Home Economics in the High School and Elementary School. Planning and teaching of lessons in settlement classes. Accompanied or preceded by course 60 or 61. Prerequisite: 2 majors of Education and course 60 or 61. Each student must teach at least 15 lessons. Mj. or M. Summer, Autumn, Winter, and Spring, hours to be arranged, MISS HANNA AND MISS WARFORD.

II. HOUSEHOLD ART COURSES

96. Practice Teaching in Household Art.—Observation and practice in Household Art in the High School and Elementary School. Planning and teaching lessons in industrial and settlement classes. Accompanied or preceded by course 160 or 161. Prerequisite: 2 majors of Education. Mj. or M. Summer, Autumn, Winter, and Spring, hours to be arranged, ASSISTANT PROFESSOR VAN HOESEN AND MISS MCNEAL.

100. Elementary Sewing.—This course is based on the fundamental principles underlying the construction of garments. It includes the study of (1) fabrics as a basis for the selection of the materials used; (2) design as applied to drafting and the method of construction; (3) the factory conditions and laws governing the production of such garments. Limited to 20. Laboratory fee, \$1.50. M. or DM. Summer, First Term; repeated M. or DM. Second Term, MISS ELIZABETH MILLER, MISS HUNTER, AND MISS OGDEN; Mj. Autumn, MISS TAYLOR; Winter, MISS WEBB; Spring, —.

101. Advanced Sewing.—This course offers more technical work in clothing with the emphasis on the principles of construction underlying elementary dress-making with the following related study in (1) design as applied to the selection of styles and color; (2) textiles as used in the selection of the materials used; (3) economics or conditions governing the production of ready-made garments, and the work and wages of women and children. Prerequisite: course 100 or equivalent and Elementary Design. Limited to 20. Laboratory fee, \$1.50. DM. Summer, First Term, MISS OGDEN; repeated DM. Second Term, MISS DAVIS; Mj. Winter, MISS TAYLOR; Spring, MISS WEBB.

102. Study of Costume.—This course deals with the application of the principles of design as expressed in costume. Prerequisite: 2 majors of Art, including Elementary Design, Household Art 101, 135 or 136, and 150 or 152. Limited to 15. Laboratory fee, \$1.50. Mj. Spring, MISS WEBB.

110. Drafting.—A comparative study of drafting systems used in the secondary school, normal school, and the college. This course offers an opportunity for practical pattern-making. Prerequisite: Household Art 100 or 101. Limited to 20. Laboratory fee, \$1.50. M. Summer, First Term; M. Autumn, MISS HANNA.

120A. Elementary Millinery.—This course is arranged to meet the demands of the teachers in the elementary and the high school. It includes the simple processes in millinery with a study of the materials used in the trade. Prerequisite: Household Art 100 or equivalent. Limited to 20. Laboratory fee, \$1.50. M. Summer, First Term, MISS SCHMIT.

120B. Elementary Millinery.—This course is a continuation of course 120A. Prerequisite: Household Art 100 or equivalent. Limited to 20. Laboratory fee, \$1.50. M. Summer, First Term, MISS SCHMIT.

121A. Advanced Millinery.—This course is arranged for teachers of millinery in secondary, normal, and trade schools. Emphasis is placed on designing, modeling, making, and trimming hats of all styles, not only from the standpoint of technique, but as a method of work. Prerequisite: Household Art 100 and 120. Limited to 20. Laboratory fee, \$1.50. M. Summer, First Term, MISS SCHMIT.

130. The Handwork of Household Art.—The principles of design and their application to weaving, including basketry and textile weaving, crocheting, and embroidery. Prerequisite: Elementary Design. Limited to 20. M. Summer, First Term, MISS ETHELWYN MILLER; Mj. Winter, MISS WEBB; Spring, MISS HUNTER.

133A. Elementary Costume Design.—A study of the art principles as expressed in the harmonious adaptation of costume material to form. Prerequisite: Household Art 100 or equivalent. Limited to 20. Laboratory fee, \$0.75. M. Summer, First Term, MISS WOOD.

135. Constructive Costume Design.—This course considers costume design from a constructive standpoint. It includes a study of materials and their influence on the design of a gown; color combinations; art, historic, and national costume as sources of design; the problem of personality as the controlling factor in costume design. The practical work consists of modeling and draping with paper and actual materials. Prerequisite: Household Art 100 and Elementary Design. Limited to 20. Laboratory fee, \$1.50. Mj. Winter, Miss HUNTER.

136. Costume Design.—This course includes a study of costume from both the artistic and the constructive standpoints. The laboratory work includes drawing, painting, and modeling with paper and materials. Prerequisite: Household Art 100 and 2 majors of Art, including Advanced Design. Limited to 20. Laboratory fee, \$1.50. Mj. Autumn, Miss ETHELWYN MILLER.

137. Advanced Costume Design.—This course consists of a study of costume in its relation to pageants, historic and symbolic; to institutional life, as gymnasium suits, domestic science uniforms, nurses' uniforms, etc.; to occasions, as wedding dresses, commencement dresses, etc. Prerequisite: Household Art 136. Limited to 20. Laboratory fee, \$1.50. Mj. Spring, Miss ETHELWYN MILLER.

140A. House Decoration.—A study of line, mass, and color, as used in house decoration. Weekly visits are made to shops and museums. Limited to 24. M. Summer, First Term; repeated M. Second Term, Miss ETHELWYN MILLER.

141. House-planning and Furnishing.—This course consists of lectures, observations, and reports dealing with the principles of design as applied to the house and its furnishing. Prerequisite: Elementary Design. Limited to 24. M. Summer, First Term, Miss WOOD; Mj. Autumn, Miss ETHELWYN MILLER.

145. House-planning and Furnishing.—The principles of design applied to the house and its furnishing. The first half of the course consists of lectures, observations, and reports. The second half consists of practical work in furnishing an apartment. Prerequisite: Advanced Design. Limited to 24. Mj. Spring, Miss ETHELWYN MILLER.

146. Advanced House-planning and Construction.—This course deals with the principles of design as applied to the decoration of the home for special occasions; to the decoration of institutional rooms, as schoolrooms, offices, libraries, clubrooms, etc. Prerequisite: Household Art 145. Limited to 24. Mj. Miss ETHELWYN MILLER. [Not given in 1915-16.]

150. Elementary Textiles.—This course consists of the study of fabrics from the standpoint of weave, structure, and composition of material as a basis for the selection of clothing and house furnishings. Emphasis is placed on the following points: (1) textile design and its relation to yarn structure and the finishing processes applied to fabrics; (2) the identification and recognition of fibers and their adulteration. Limited to 20. Laboratory fee, \$4.00. DM. Summer, First Term, ASSISTANT PROFESSOR VAN HOESSEN AND MISS DAVIS.

152. Textiles.—A scientific study of the composition and physical properties of fabrics with discussions of the principal factors affecting their value to the consumer. Prerequisite: General Chemistry 1 and 2. Limited to 20. Laboratory fee, \$4.00. Mj. Summer, ASSISTANT PROFESSOR VAN HOESSEN AND MISS DAVIS; Mj. Autumn, Miss HUNTER; Spring, Miss HANNA.

160. Household Art Education.—This course considers the functions of Household Art in Education and its relation to the curriculum; the comparison of courses of study in different schools and cities; the different types of schools under varying conditions of equipment and management; planning courses of study; the relation of Household Art to Household Economics. Prerequisite: 2 majors in Education and 5 majors in the Department. Mj. Spring, Miss HANNA.

161. Household Art Education.—The theory of teaching Household Art. This course considers the problems of Household Art in the elementary school and their relation to the curriculum. The work includes the organization of the

subject-matter and methods of teaching. Prerequisite: 2 majors in Education and 3 majors in the Department of Household Art. M. Summer, First Term; repeated M. Second Term, ASSISTANT PROFESSOR VAN HOESEN; M. Winter and Spring, MISS HANNA.

170. Investigation of Trade Problems.—This course deals with the actual investigation of trade conditions under which girls and women work, including some work as an apprentice. The placement of girls from the Trade School of the University Settlement gives opportunity for such investigation. Prerequisites: Household Art 102, 160, and 2 majors in Education. Mj. ASSISTANT PROFESSOR VAN HOESEN. [Not given in 1915-16.]

X. GENERAL LINGUISTICS

(See announcement of the Department of Sanskrit and Indo-European Comparative Philology, in the Circular of the Colleges of Arts, Literature, and Science, or in this Register. This is not a department in the College of Education.)

1. General Introduction to the Study of Language.—General principles of linguistic development, illustrated from ancient and modern languages (chiefly Latin, English, French, or German). Lectures and assigned reading. Topics: significance of language as an institution in human development; its relation to organized thought; theories of origin. Intrinsic interest and value of language study apart from practical ends. Historical method. Classification of phonetic changes and question of their uniformity. Formal changes due to mental association (Analogy). Changes of meaning (Semantics). Development of structure (Agglutination and Adaptation), grammatical categories. Systems of writing, relation of spelling to speech. Language and dialect, linguistic geography, rise of a standard language, language mixture, language and nationality. Brief survey of the more important language families, with more detailed account of the Indo-European family, its past and present distribution, the earliest history and linguistic remains of each branch. Prerequisite: Some knowledge of Latin and of one modern European language other than English. M. Summer, First Term, PROFESSOR BUCK.

CXII. LATIN

13. Teachers' Training Course in First-Year Latin.—The course includes a review of the subject-matter of the first year's work in Latin, as given in Hale's *First Latin Book*; a study of special topics in phonology, inflexion, and syntax; and a discussion of methods of teaching the subject to young students. Mj. Summer, MR. CARR. [Not given in 1915-16.]

14. Teachers' Training Course in Caesar.—The course includes a careful study of books i-iv of the *Gallie War*, with especial attention to syntax, word-order, and prose composition based on the text; the reading of selections from books v-viii; the study of special topics in the history and politics of the period; and a discussion of the method of presenting the subject to high-school students. Mj. Summer (or M. either Term), MR. CARR.

XIV. GERMANICS

97. The Teaching of German in Secondary Schools.—The object of this course is (1) to acquaint the teacher with the new methods of language instruction with respect to pronunciation, composition, reading, vocabulary, and grammar; (2) to discuss textbooks in the light of these methods; and (3) to study by observation of actual class instruction the application of the principles examined. Prerequisite: a thorough knowledge of written and spoken German is essential. The student should have had approximately 8 majors of German in the Senior College. Mj. Summer, MR. WEIGEL.

CKV. ENGLISH

The courses in this Department are planned for students who are preparing to teach English in elementary or in secondary schools, and in the Summer

Quarter for experienced teachers. All of the work in the educational aspects of English is supplementary to collegiate courses in composition and literature. The courses for teachers, therefore, ought to be taken in the Senior College.

Candidates for the Bachelor's degree in Education with English as their principal sequence are required to take the following courses: English 1, 3, either 4, 9 or 10, 160, and seven other majors of English, including two majors in the teaching of English. They are also required to take a secondary sequence in education. This must include Education 1, one course selected from the groups 85-87, two majors of practice teaching, and two electives in education.

7. Teaching of Composition in Secondary Schools.—This course deals with the aims, the organization, and the methods of procedure in written and in oral composition. Prerequisite: at least two majors in composition. Mj. Spring, ASSOCIATE PROFESSOR LYMAN.

7A. Teaching of Composition in Secondary Schools: General Survey.—A survey course dealing with general problems of teaching composition. Such topics as the following will be considered: organizing the course, relation of oral to written composition, principles of theme criticism, assignments, etc. The class work will consist of theme-writing, theme-reading, reports, readings, conferences, discussions, and lectures. Prerequisite: at least 2 majors in composition and experience in teaching. M. Summer, First Term, ASSOCIATE PROFESSOR LYMAN.

7B. Teaching of Composition in Secondary Schools: Advanced Course.—An intensive course, attacking the problem of "thought building" in composition. The class will make a thorough study of exposition and argumentation, with special reference to their use in the secondary school. Reports, readings, conferences, and lectures, accompanied by practice in the two forms of address studied. Prerequisite: at least 2 majors in composition and experience in teaching. The consent of the instructor must be secured for registration. Limited to 25. M. Summer, First Term; repeated M. Second Term, ASSOCIATE PROFESSOR LYMAN.

12. Teaching of Oral English in the Secondary School.—Problems of interpretative reading, rhetorical, debating, dramatics, the organization and procedure of literary and debating societies, and other phases of oral work. Prerequisite: at least 4 majors in composition and literature. Limited to 20. Mj. ASSOCIATE PROFESSOR LYMAN. [Not given in 1915-16.]

14. Teaching of English in Intermediate and Grammar Grades.—This course presents methods of teaching composition, both oral and written. In literature it gives a survey of reading suitable for the upper grades. M. Summer, First Term; repeated M. Second Term, Miss LALLY.

15. Literature in the Elementary Schools.—A survey of the literature taught in elementary schools, with emphasis on stories and poems for primary grades; practice in story-telling; the teaching of literature. Mj. Spring, Miss LALLY.

16. Bibliographies, Briefs, and Exposition.—Practice in the use of the library, in organizing material in the form of briefs, and in exposition. Prerequisite: English 1 and 3. Mj. Spring, ASSOCIATE PROFESSOR LYMAN.

80. Teaching of Literature in Secondary Schools.—Includes a thorough study of several classics; insists upon acquaintance with college entrance requirements. Discusses the choice, arrangement, interpretation, and presentation of subject-matter for high-school instruction. Discussions, reports, conferences, and observation. Prerequisite: at least 2 majors in literature. Mj. Winter, ASSOCIATE PROFESSOR LYMAN.

80A. Literature in the High School: General Survey.—A survey course dealing with general problems of teaching literature. Such topics as the following will be considered: the historical development of the course in literature;

the reform movement and the modern point of view; the organization of the course; the basis of method; the teacher's preparation; the conduct of the class hour; the measure of results. The work of the course will be carried on by means of lectures, assigned readings, discussions, and reports. Each topic will be definitely illustrated by means of examples taken from books most commonly read in the high schools. Prerequisite: at least 2 majors of literature and experience in teaching. M. Summer, First Term, PROFESSOR HOSIC; repeated M. Second Term, ASSOCIATE PROFESSOR LYMAN.

80B. Literature in the High School: Advanced Course.—An intensive course, supplementary to course 80A, but not dependent upon it. Certain important topics will be singled out and treated somewhat exhaustively, as, for example, the possibilities of the drama in high school; the relation of oral and written expression to understanding and appreciation of books; the use of pictures and other means of realizing literary backgrounds; various types of literary study, and the direction of home reading. The course will be conducted as a round table or seminar, and each member will be expected to present the results of individual study upon a particular topic. All will read a few typical examples of literature and write original stories and dramatizations. Prerequisite: at least 6 majors of literature and experience in teaching. The consent of the instructor is required for registration. Limited to 25. M. Summer, First Term, PROFESSOR HOSIC.

95. Practice Teaching in English.—Open to Senior College students who have had two majors of Education and six majors of college English which must include English 1 and 3 and one major in the teaching of English. Each student must teach at least 15 lessons. Mj. Winter and Spring, MR. CROWE and other University High School teachers.

CKVII. MATHEMATICS AND ASTRONOMY

The work of this Department is planned to meet the needs of three classes of students: viz., those who are preparing either to teach or to supervise teaching (1) in elementary-school mathematics; (2) in secondary mathematics; (3) in mathematics of normal schools.

Students who specialize in this Department are required to take the standard collegiate courses in mathematical subject-matter through differential and integral calculus, and two of the courses in the teaching of mathematics, the history of mathematics, and other teachers' courses in mathematics to be determined in consultation with the departmental adviser. Related courses will be required in the physical sciences.

1. Theory of Teaching Elementary-School Mathematics.—Although this course deals with subject-matter to a limited extent, the psychology and pedagogy of this subject-matter receive chief emphasis. The course comprises a study of the kind, place, relation, and methodology of such arithmetic, elementary geometry, and algebra as are suited to the grades. Close attention is given to the organization of mathematics in modern elementary-school curricula from grade to grade throughout the elementary school, together with some comparison with foreign elementary-school curricula. Primarily for Senior College students; Junior College students are admitted. Prerequisite: 1 major in Education. Mj. Summer (or M. First Term); Mj. Winter, PROFESSOR MYERS.

2. Theory of Teaching Secondary Mathematics.—Attention is here centered upon the organization and teaching of secondary algebra and geometry, though the correlations of these subjects with each other and with other allied subjects of the curriculum are considered. The attempt is made to discover the true unity of mathematical notions and topics and to bring out the educational purposes of secondary mathematics in modern schools. This course may include

practice teaching in the High School. Primarily for undergraduates. Prerequisite: 2 majors of Junior College Mathematics. Mj. Summer (or M. First Term); Mj. Autumn and Winter, PROFESSOR MYERS.

5. History of Mathematics.—The aim here is to trace the ideas which from age to age have dominated mathematical thinking and teaching and have given direction and impetus to reformative and progressive movements in mathematical education. The major part of the course deals with those subjects and persons that have had most to do with the evolution of the subject-matter of existing mathematical knowledge. It is adapted to the needs of university students and intending teachers of mathematics. For graduate and Senior College students. Prerequisite: Mathematics 1 and 2 or equivalent. Mj. Autumn, PROFESSOR MYERS.

10. The Psychology of Number with Application to Number Teaching.—The first minor of this course concerns itself with questions such as: the origin and nature of number ideas; the fundamental activities out of which arithmetical operations arise; ways of developing number notions and operations in school work; and some comparative study of the psychological and the historical modes of origin of number knowledge. Attention is given to counting, grouping, and measuring as fundamental activities to the number concept and to the arithmetical operations. The second minor deals with practical applications of the psychology to the elementary-school curriculum. Primarily for Senior College students. Mj. PROFESSOR MYERS. [Not given in 1915-16.]

95. Practice Teaching in the High School.—Prospective secondary-school teachers, who desire a closer acquaintance with actual teaching of mathematics than is possible in the courses on the theory of teaching the special subjects, may register and receive credit for practice teaching. When a high-school teacher in charge of the class deems it safe to intrust the class to a practice student, this student does actual teaching under the advice, guidance, and criticism of expert teachers. For Senior College students. Prerequisite: 2 majors in Education and 1 major in the teaching of Mathematics. Each student must teach at least 15 lessons. Mj. Autumn, Winter, and Spring, PROFESSOR MYERS AND MR. BRESLICH.

CXIX. PHYSICS

1. Elementary Physics.—A first course in the Elements of Physics, covering in one term the work usually covered in the first half of a beginning course in Physics. Laboratory fee, \$5.00. DM. Summer, First Term, MR. MILLER.

2. Elementary Physics.—A continuation of the preceding course, covering the subjects of electricity, sound, and light. Laboratory fee, \$5.00. DM. Summer, Second Term, MR. MILLER.

14. The Pedagogy of Physics: Practical Course.—A course designed for teachers of Physics and involving a survey of the whole field of physics with reference to the choice of subject-matter and methods of presentation best suited to elementary courses (*see course 22*). Especial attention is given to effective lecture-table and laboratory experiments. Prerequisite: knowledge of general principles of physics. Laboratory fee, \$2.50 per Term. DMj. Summer (or DM. either Term), MR. TOWER.

22. Methods of Teaching Physics in the High School: General Survey.—This course includes: a consideration of the function of science in education; the place of physics in secondary education; the subject-matter of physics from a pedagogical point of view; the pedagogical principles involved in the lecture, the demonstration, the quiz, the laboratory experiment, and the notebook. This course involves no laboratory work. For experienced teachers of physics. Mj. Summer (or M. either Term), MR. TOWER.

CXXIA. GEOGRAPHY

The aim of the Department is to prepare teachers of geography for the elementary, high, and normal schools. Candidates for the Bachelor's degree who

specialize in Geography must take, in addition to the courses in general education and practice teaching, eight majors in Geography, three of which are in the teaching of the subject; and also three majors in related departments.

Courses of study leading to the Master's degree made up of a combination of Education and Geography may be arranged in consultation with the head of either department.

Special attention is given in each course to the needs of supervisors, normal-school and critic teachers.

1. Geography in the Primary Grades: Home and World Geography.—Selection of material of home and world geography adapted to the grades from the first to the fourth inclusive. A study of regions which best illustrate the geographic controls of heat, cold, moisture, drought; also of mountains, plains, rivers. Illustrations from Arctic regions, Greenland; tropics, Amazon River basin; desert, Arabia; mountains, Norway; river, Nile. Discussion of methods of presentation. Observation in first, second, and fourth grades. M. Summer, Second Term; Mj. Autumn, ASSOCIATE PROFESSOR BABER.

2. Geography in the Grammar Grades: Australia, New Zealand, and the South Sea Islands.—A study of the geographic controls of this region with the correlative results. Selection and adaptation of this material to the grammar grades. Mj. ASSOCIATE PROFESSOR BABER. [Not given in 1915-16.]

5. Geography in the Grammar Grades: North America.—Relief, climatic, and life conditions of the continent in relation to human occupations and industries. Discussion of the principles which govern the selection of material for the intermediate grades. Methods of presentation. Instruction in the use of the stereopticon; representation of relief of the continent in sand and with crayon; laboratory illustrating physiographic processes. Mj. Autumn, ASSOCIATE PROFESSOR BABER.

6. Geography in the Grammar Grades: Eurasia.—Discussion of principles of selection and adaptation of subject-matter to grammar grades. Landscape and map drawing. Practice in use of stereopticon and physiographical laboratory. Study of relief, climate, physiographic processes, distribution of vegetation, animals, people, and industries. Special consideration of China and Japan, India and Europe. Mj. Summer (or M. either Term), ASSOCIATE PROFESSOR BABER.

8. Geography in the Grammar Grades: South America.—Physiographic and life conditions. Distribution of people, industries, commerce. Graphic representation. Discussion of principles of selection and adaptation of subject-matter. Observation in fifth and seventh grades. Mj. Spring, ASSOCIATE PROFESSOR BABER.

15. Theory of Teaching Geography in the Elementary School.—A comparative study of North America, South America, Eurasia, Africa, Australia. Relief, climate, distribution of life, vegetation, animals, and man. Discussion of the elementary course of study. Observation in the fifth and seventh grades. Graphic representation. Prerequisite: courses 1, 5, or 6. Mj. ASSOCIATE PROFESSOR BABER. [Not given in 1915-16.]

20. Geography in the High School.—Discussion of the principles and methods of presentation of high-school geography. Comparison of the high-school courses of study in geography in Germany, England, and the United States. Emphasis will be placed upon study in the field, in the laboratory, and in the museum. For high- and normal-school teachers. M. Summer, First Term, PROFESSOR SALISBURY AND ASSOCIATE PROFESSOR BABER; Mj. Spring, ASSOCIATE PROFESSOR BABER.

95. Practice Teaching in Geography.—Observation and teaching in the Elementary or High School. Teaching—four periods per week with discussion of work. Prerequisite: one or more courses in the pedagogy of geography and

satisfactory academic preparation, and 2 majors in Education. Each student must teach at least 15 lessons. Hours to be arranged. Mj. Autumn and Spring, ASSOCIATE PROFESSOR BABER.

CXXII. NATURAL SCIENCE

The courses of this Department are intended (1) as introduction to elementary science for students in the general courses and for those who are specializing in other departments; (2) as preparation for those who desire to specialize in science; (3) as preparation for teaching biological sciences in secondary and normal schools. Students who specialize in this Department are required to supplement the courses of the Department with courses selected from the Departments of Zoölogy, Botany, Geology, Physics, Chemistry, and Physiology. It is advised that students who intend to take their Senior College work in the Department elect science during the Junior College course. Such election during the first years of the course makes it possible for advanced work to be taken in addition to the special courses in the teaching of the subjects. The requirements within the Department depend upon whether the student is preparing to teach in the elementary, the secondary, or the normal school.

Courses 1, 2, and 3 include a study of the phenomena of science that are usable in the elementary schools. Course 7 deals with the organization of materials for elementary schools. Other courses are primarily for supervisors, special teachers, and teachers in high schools and normal schools.

1. Elementary Science: Plant and Animal Life.—This course is designed to give acquaintance with plants and animals, their life-processes, habits, structures, natural growing regions, the factors that govern their distribution, and the growth of plants and animals in and about the schoolroom, and their relation to human affairs. Laboratory and field work are included. Field work, Wednesday afternoon, three hours. Limited to 25. Mj. Summer (or M. either Term); Mj. Autumn, sec. a, sec. b, ASSOCIATE PROFESSOR DOWNING.

2. Elementary Science: Physical Science.—[Not given in 1915-16.]

3. Elementary Science: Regional Studies; Educational Uses of Materials.—This course includes a study of the climatological, physical, and biological factors that relate to the seasonal and other periodic changes in typical areas; especial attention is directed to the means of acquaintance with the dynamic elements in these areas. Applications of these factors in field, garden, and laboratory work. The use of nature materials in elementary education; suggested plans for work in the grades. Prerequisite: course 1 or 2, or equivalent. Mj. Autumn, PROFESSOR CALDWELL.

7. The Organization of Elementary Science (Nature-Study) in the Grade Curriculum.—Purposes of the subject: principles of organization; materials to be used; literature of elementary science; study of type plans of organization now in use; reports upon special topics. This course is designed for those who are especially interested in teaching and supervising elementary science in the grades. Consult instructor before registering. M. Summer, First Term, PROFESSOR CALDWELL.

21. Botany in the High Schools.—This course includes a consideration of the following topics: the function of science in education; the function of botany in secondary education; a survey of subject-matter, including some laboratory and field work; the principles that determine the selection, organization, and use of botanical materials; outline of a course; inspection of high-school work in botany. For graduate and Senior College students. M. Summer, First Term. The second half of the course may be taken *by correspondence*. Mj. Spring, PROFESSOR CALDWELL.

23. Hygiene of Childhood.—This course presupposes an elementary knowledge of physiology and hygiene. It discusses chiefly the bodily structures and physiological activities which limit school work. The first half of the quarter is devoted to the sense organs and nervous system, including conditions affecting the eye and the ear; appropriate tests for detecting sensory defects; the order of development of nervous mechanisms; the structural changes that accompany education; the principles of school hygiene regarding fatigue, school program, etc. The second half of the quarter is devoted to problems of growth and nutrition, normal growth curves, character and quantity of foods, premature toil, diseases, insanitary home conditions, sex hygiene, in so far as these factors affect school work. Mj. Winter, ASSOCIATE PROFESSOR DOWNING.

24. Biological Evolution for Students in Education.—The fundamentals of such biological processes as have to do with nutrition, reproduction, and biological evolution. Includes a laboratory study of the cell, of heredity, animal intelligence, and other problems of increasing complexity of structures of both plants and animals, physiological experiments, and an introduction to the literature of biological evolution. This course is intended as a general introductory course for students in education who are not preparing to teach science, but who desire some general knowledge of the subject. Mj. Summer (or M. either Term); Mj. Winter, ASSOCIATE PROFESSOR DOWNING.

30. Problems in Biological Education.—This course considers the place of biological subjects and biological thought in education, and directs work of individual students upon special topics within this field. For graduate and Senior college students. Mj. or DMj. Autumn, ASSOCIATE PROFESSOR CALDWELL.

31. Science in Secondary Schools.—This course considers the development of present conditions of science in education; the investigations which have recently been made to determine the best use of science in the schools; special attention is given to plans for unification of secondary-school science and to a survey of the content and methods of the leading sciences. For graduate and Senior College students. M. Summer, First Term, PROFESSOR CALDWELL AND MR. EIKENBERRY; Mj. Spring, PROFESSOR CALDWELL.

40. Teaching Zoölogy in High Schools.—(See announcement of course 40, Department of Zoölogy.) §Mj. Autumn, ASSOCIATE PROFESSOR DOWNING.

60. Elementary Agriculture for Teachers.—A course adapted to teachers of agriculture in elementary and high schools, who are already somewhat familiar with the elementary textbooks on the subject. The work deals primarily with the subject-matter of agriculture and incidentally with methods of teaching. Lectures, laboratory, and field work. Mj. Summer (or M. either Term), ASSISTANT PROFESSOR NOLAN.

95. Practice Teaching in Elementary Science.—Observation of class work and practice teaching in the University Elementary School. Open to Senior College students. Prerequisite: courses 1 and 2, or equivalent, and preferably 3, and two majors in Education. Each student must teach at least 15 lessons. Mj. Autumn and Spring, hours to be arranged, PROFESSOR CALDWELL.

96. Practice Teaching in the High School.—Involves observation of high-school work in botany or zoölogy, practice teaching in one subject, and meeting with instructors for discussion. Consult instructor before registering. Prerequisite: course 21, and two majors in Education. Each student must teach at least 15 lessons. Mj. Spring, hours to be arranged, PROFESSOR CALDWELL.

CLII. KINDERGARTEN-PRIMARY EDUCATION

The courses offered by this Department are planned to meet the needs of two classes of students: (1) those who are preparing for teaching in the kindergarten or primary grades, and (2) those who are preparing for training and supervision. The Department has organized the following curricula:

1. A two-year Junior College curriculum leading to a *Kindergarten Certificate*.
2. A two-year Junior College curriculum leading to a *Primary Teacher's Certificate*.
3. A one-year course leading to a *Supervisor's Certificate*.
4. A four-year course leading to the *Bachelor's degree in Education*.

The specific requirements for the kindergarten certificate are indicated on pp. 431-32; for the primary teacher's certificate on pp. 431-32; for the supervisor's certificate on pp. 434-35.

Candidates for the degree in this Department must complete, in addition to all admission and Junior College requirements (see p. 93), 4 majors of Education, including courses 1 and 85, or 86, and 2 majors of Practice Teaching, a sequence of 9 majors made up of courses from the Department of Kindergarten-Primary Education and other departments in the College of Education which offer courses in the teaching of primary-grade subjects, and 3 elective majors subject to the approval of this Department. The major sequence must be approved in every case by the Head of the Department.

The practice-teaching courses of this Department are provided through the kindergarten and primary grades of the University Elementary School and a number of public and private kindergartens on the South Side which co-operate with this Department. This secures a varied experience for the student in practice teaching.

1. Introduction to Kindergarten Education.—This course includes a brief study of the periods in a child's development, with special emphasis upon the play activities characteristic of the different periods, the instincts and impulses underlying various forms of play, theories of play, the relation of play to work. An analysis of common play materials will give a basis for the determination of principles governing the selection and use of materials in the kindergarten; the kindergarten occupations, the theories on which they are planned, adaptations, and modifications; practice in the manipulation of materials. Observation of teaching required. For Junior and Senior College students. Mj. Autumn, MISS MARTIN.

1A. Introduction to Kindergarten Education.—A survey course planned especially for students preparing for primary-grade teaching or supervision. Its aim is to introduce the student to the principles and methods of the kindergarten, the organization of its various activities, and the relation of the kindergarten to the primary grades. It will include practice in the manipulation of materials. M. Summer, Second Term, ASSISTANT PROFESSOR TEMPLE.

3. Primary-School Methods.—This course is planned for students who are preparing for teaching or supervision in kindergartens or primary grades. It will consider the intrinsic relation between the kindergarten and primary school, the organization of the subject-matter of primary grades and the relation of reading, writing, number, and constructive work to the rest of the program. Special attention will be given to the principles and methods involved in the teaching of reading. Mj. Autumn, MISS TROXELL AND MISS WYGANT.

3A. Primary-School Methods: Reading, Language, and Literature.—Same as 3, with special attention to methods of teaching reading, language, and literature as parts of the primary grades curriculum. M. Summer, First Term, sec. a, sec. b, MISS TOWNSEND; sec. c, sec. d., MISS DAY; repeated M. Second Term, MISS LONGENECKER.

3B. Primary-School Methods: Number, Construction, and Science.—Same as 3, with special attention to number science, and construction. M. Summer, First Term, MISS WYGANT.

5. Constructive Occupations: Principles and Methods Underlying Their Use.—This course is intended for students who are preparing for kindergarten teaching and for primary teachers. It will include a consideration of the place and value of constructive occupations in the kindergarten and primary grades, and practical work with materials, with special emphasis upon methods of teaching. Limited to 24. M. Summer, First Term, MISS BERRY; repeated M. Second Term, MISS MARTIN; M. Winter, MISS MARTIN.

6. The Kindergarten Program.—Principles controlling the organization of the kindergarten program. A study of the various instrumentalities of the kindergarten: songs, games, stories, manual and art activities, excursions, etc., with reference to their organization in the daily program. Students will submit plans of work exemplifying these principles for class discussion and criticism. During the course each student will write a year's outline for a given group of children. For Junior and Senior College students. Mj. Autumn, ASSISTANT PROFESSOR TEMPLE.

7. Critical Study of the Kindergarten Program and Methods (Advanced).—This is a course of reading, observation, and discussion planned primarily for kindergartners who are preparing for training and supervision. It will include a consideration of the fundamental factors in the making of the kindergarten curriculum, a comparative study of the controlling principles in various typical programs, typical methods in the use of materials, selection and arrangement of subjects, and organization of the various activities of the kindergarten with reference to the needs of particular groups of children. At least two hours a week of observation in kindergartens and primary grades will be required. M. Summer, First Term; Mj. Autumn, ASSISTANT PROFESSOR TEMPLE.

10. Kindergarten Training and Supervision (Advanced).—For students who are preparing for teaching in normal schools and for supervision of kindergartens. In the first part of the course such problems of the training teacher as entrance requirements, length of the course, content of the curriculum, best methods of training students in the theory and methods of the kindergarten, and the organization of practice teaching will be considered. Members of the class will prepare and submit outlines of courses in kindergarten education for class discussion and criticism.

The second part of the course will discuss problems of supervision; among these the relation between the supervisor and the kindergartner, the relation of the kindergarten to the primary grades, organization of teachers' meetings, study classes, and parents' clubs, equipment, salaries, examination of candidates for positions, etc. Observation in kindergarten and primary grades. Mj. Summer (or M. either Term); Mj. Spring, ASSISTANT PROFESSOR TEMPLE.

12. Froebel's Educational Theories.—A study of Froebel's writings with a view to determining his fundamental contributions to the theory and practice of education. Kindergarten procedure developed by Froebel and his immediate followers compared with modern kindergarten practice. The influence of the Montessori method upon kindergarten-primary education. For Junior and Senior College students. Mj. Spring, ASSISTANT PROFESSOR TEMPLE.

15. Plays and Games.—A study of children's representative plays, folk or traditional games, gymnastic and ball games, and simple dance forms, with reference to their elements of interest and their physical and social value. Classification of games according to the age and interest of children. Selection and adaptation for use in the kindergarten. For Junior and Senior College students. M. Summer, First Term; repeated M. Second Term; M. Winter, MISS MARTIN.

95. Practice Teaching in the Kindergarten.—Students will spend at least two hours a day in one of the practice kindergartens, observing or teaching, and will be required to write teaching plans and attend weekly critic meetings. Mj. Autumn, Winter, and Spring, ASSISTANT PROFESSOR TEMPLE AND MISS MARTIN.

96. Advanced Practice Teaching.—Teaching in the kindergarten at least two hours daily. Preparation of written plans, criticism. Each student will be required to take full direction of the kindergarten at stated times. Mj. Autumn, Winter, and Spring, ASSISTANT PROFESSOR TEMPLE AND MISS MARTIN.

97. Practice Teaching in the Primary Grades.—Students will spend five hours a week observing or teaching, and sufficient additional time in critic meetings and in preparation to fulfil the requirements of a major or minor course. Mj. Autumn, Winter, and Spring. Immediate supervision of practice teachers by critic teachers.

Music in the Kindergarten, courses 4 and 5, Mrs. KERN. (See announcement below.)

CLIII. PHYSICAL EDUCATION AND HYGIENE

02. Games, Folk Dances, and Schoolroom Gymnastics.—Grades I–IV inclusive.—This course is especially adapted to teachers of the first four grades of the elementary schools. It takes up the principles governing the selection of games for schoolroom and playground, the principles underlying the selection and adaptation of schoolroom gymnastics, folk and gymnastic dances. It includes work in both theory and practice. The class is limited to 50. Gymnasium shoes or slippers required. Summer, First Term, Miss BAUSHKE.

03. Games, Folk Dances, and Schoolroom Gymnastics.—Grades V–VIII inclusive.—This course is especially adapted to teachers in the upper grades. It takes up the principles governing the selection of games for schoolroom and playground, the principles underlying the selection and adaptation of schoolroom gymnastics, folk and gymnastic dances. A few of the simple team games for boys and girls are also included in this course. The class is limited to 50. Gymnasium shoes or slippers required. Summer, First Term, Miss BAUSHKE.

For other work in Physical Culture and Athletics, see announcement of that department in the Circular of the Colleges of Arts, Literature, and Science, or in this *Register*.

04. Personal Hygiene.—The purpose of this course is to give a student such knowledge of the human body as will enable him to preserve and promote individual health and efficiency. Required. Non-credit, Autumn, Dr. YOUNG.

05. School Hygiene.—The normal child: growth and physiological significance of different age periods. Nutrition, diet, clothing. Normal and abnormal physiological functions. The nervous system. Condition of special senses: teeth, tonsils, adenoids, and enlarged glands. Schoolroom posture, gymnastics, sports, and plays. Theory of germ diseases: contagious, and common skin diseases of childhood. Tuberculosis. Sex hygiene. School sanitation: furniture and apparatus; cleanliness and disinfection; co-operation of teachers with school physician, nurse, United Charities, Juvenile Court, and truant officers. Home hygiene. Out-of-door schools. First aid to the injured. Required of all students who graduate in June. Fifteen lectures. Non-credit. Spring, Dr. YOUNG.

CLIV. MUSIC

The courses offered in the Department of Music are designed for teachers in kindergarten and elementary schools.

4. Music of the Kindergarten and Elementary School.—Major, minor, and chromatic scales; voice culture; breathing. Speech in singing, attack, intonation, phrasing. Song interpretation. Sight-reading. Study of culture songs. Mj. Winter, Mrs. KERN.

5. Music of the Kindergarten and Elementary School.—The child's voice. Composition of melodies adapted for use in kindergarten activities (correlated with course in kindergarten training). Criticism of song material suitable to the kindergarten. Piano accompaniment. Basis of selection of rhythmic pieces. Study of children's songs by the great masters. Mj. Spring, Mrs. KERN.

CLV. AESTHETIC AND INDUSTRIAL EDUCATION

The work in this Department is subdivided so as to fall into four distinct groups. There are courses in (A) Drawing and Painting, (B) Design, (C) Modeling and Ceramics, and (D) Manual Training. Students who specialize in this

Department will be required to take 9 majors in these subjects. In general, 5 of these majors must be in one of the subdivisions above noted, the other 4 being distributed among the other four subdivisions. In certain cases a different type of specialization from that indicated in this plan may be desirable; in such cases the student may, under the supervision of the Department, specialize in two subdivisions.

In addition to the 4 majors in General Education and 2 majors in practice teaching required of all candidates for the degree in Education, there are 3 elective majors to be taken by those who specialize in this Department. These electives are supposed to be chosen under the advice of the Department.

The following courses are planned primarily as courses in methods of teaching the arts rather than in acquiring technical proficiency and do not aim to take the place of art-school courses. Abundant opportunity for technical practice is offered, however, as a concrete basis for educational discussion.

The University reserves the right to retain for exhibition purposes three pieces of each student's work for one year, to be returned "express collect" upon request of the student made at the end of that time.

95. Practice Teaching.—Students who elect practice teaching in any of the subgroups of this Department should register in this course. They will spend five hours a week observing or teaching. Their work will be supervised by instructors and critic teachers of the Department according to the regulations printed in the *Handbook for Practice Teaching*. Prerequisite: 2 majors of Education. Each student must teach at least 15 lessons. Mj. Autumn, Winter, and Spring. Hours to be arranged on consultation with the instructor in charge of the Department.

A. DRAWING AND PAINTING

6A. Drawing and Painting (Introductory).—A course embodying the principles and materials relating to elementary schools, and planned for students specializing in the teaching of the arts. Open to Junior College students on permission of the Department. Sections limited to 25. Two hours daily. Mj. Summer, (or M. either Term), sec. a, First Term, Miss WHITTIER; sec. b, First Term, Miss LATHE; Second Term, Miss SOPER; sec. c, First Term, Miss HOLLISTER; Second Term, Miss SOPER; Mj. Autumn, Miss CUSHMAN.

6B. Drawing and Painting.—A course embodying the principles and materials relating to art in the kindergarten and primary grades. 2 hours daily. Mj. Winter, sec. a, Miss CUSHMAN; sec. b, Miss HOLLISTER.

9. Drawing and Painting (continued).—A course for students specializing in the teaching of fine arts in elementary grades. Prerequisite: course 6. 2 hours daily. Mj. Spring, Miss CUSHMAN.

12. Advanced Drawing and Painting.—This course is planned especially for teachers of drawing in high schools and colleges and for supervisors of drawing. It presents a discussion of the more important problems of freehand drawing and studio practice in working out typical examples. It includes the principles of perspective and composition. Mj. Summer (or M. either Term), Mr. McLELLAN.

16. Color in Pictorial and Decorative Art (same as course 16, Department of History of Art).—This course consists partly of lectures on the use of color in the arts, and partly of technical work, consisting of a series of problems illustrating a theory of color harmony. Prerequisite: course 6 or 20. Sections limited to 25. M. Summer, First Term; Mj. Winter, PROFESSOR SARGENT.

18. The Elements of Pictorial Expression (same as course 18 in the Department of History of Art).—A course consisting partly of lectures and partly of technical work, involving an analysis of works of art in order to formulate

the more important elements which differentiate works of art from accurate records of nature. Prerequisite: courses 6 and 9 or the equivalent. Sections limited to 25. Cost of textbook and materials, about \$3.00. M. Summer, Second Term, PROFESSOR SARGENT.

(For Professor Sargent's course in the Principles of Fine and Industrial Art, see Education 56, p. 443.)

19. Working Drawing.—This is a lecture course, with general and individual criticism of assigned and required work. Various phases of the subject will be discussed, including orthographic and isometric projection, shop sketching, dimensioning, lettering, shop practices, inking, tracing, blue-printing, and the arrangement of courses of study suitable for elementary, secondary, and industrial schools. An inexpensive drawing equipment should be provided for home use. This would include drawing board, T-square, triangles, compasses, dividers, and hard and medium pencils. M. Summer, Second Term, MR. PERRY; Mj. Autumn, Winter, and Spring, MR. FULTZ.

B. DESIGN

20. Elementary General Design.—A course including a discussion of, and studio practice in, the elements of design and color with special reference to elementary school work. Open to Junior College students. Sections limited to 25. M. Summer, First Term; repeated M. Second Term; sec. a, First Term, Miss WHITTIER; Second Term, MR. WHITFORD; sec. b, First Term, Miss LATHE; Mj. Autumn, Winter, and Spring, Miss CUSHMAN.

21. Advanced Design.—This course presents a consideration of the underlying principles of design in its relation to modern social and industrial life, with opportunity of working out illustrations of the principles involved, and is adapted to the needs of high-school and college teachers of drawing. Limited to 25. M. Summer, First Term; repeated M. Second Term, MR. McLELLAN; Mj. Winter, MR. WHITFORD.

24A. Applied Design.—This course offers a study of the fundamental principles of decorative composition and their application in several of the typical industries which are appropriate problems in modern art education. The relation of these problems to the school course in design will be considered. Prerequisite: course 20 or equivalent. Mj. Autumn and Spring, MR. WHITFORD.

28. Design Applied to Manual-Training Projects.—This is a lecture course with general and individual criticism of assigned and required work. Its purpose is to furnish teachers of manual training with the fundamental principles of design and in two and three dimensions. The course will include a brief study of period styles in furniture; form and proportion of articles as related to their beauty; of color as an essential in good design; and of possible combinations of wood with leather, reed, cane, or metal, and of metal with leather. M. Summer, First Term, MR. PERRY.

35. Industrial Drawing and Design.—A course dealing with the place of design in industrial education. It will require supplementary practice in industrial drawing, both freehand and mechanical, and a study of the products of several industries such as printing, bookbinding, furniture, textiles, jewelry, architecture, machinery, etc. Mj. Spring, ASSOCIATE PROFESSOR LEAVITT.

C. MODELING AND CERAMICS

50. Elementary Pottery.—This course is a study of the place of pottery in elementary education. Actual practice is given in building and decorating pottery forms and serves as a basis for pedagogical discussion and for a study of the results in this field, in various important educational centers. Sections limited to 20. Laboratory fee, \$3.00. Mj. Summer (or M. either Term); Mj. Autumn, Winter, and Spring, MR. WHITFORD.

51. Advanced Pottery.—This is a continuation of course 50, and includes more elaborate problems in design, and some consideration of the history of the

development of the potter's craft. Prerequisite: course 50. Limited to 20. Hours to be arranged. Laboratory fee, \$3.00. Mj. Summer (or M. either Term); Mj. Autumn and Spring, MR. WHITFORD.

55. Elementary Modeling.—In this course the study of the technical processes of modeling in the round and in relief, casting in plaster, etc., will serve as material for a discussion as to the place of this art in education. A study of animal and plant forms and of the human figure is included in the course. Open to Junior College students. Limited to 24. Laboratory fee, \$3.00. Mj. Summer (or M. either Term); Mj. Autumn, Winter, and Spring, MISS HOLLISTER.

56. Advanced Modeling.—A continuation of course 55, with special emphasis on the aesthetic phases of the problem and a consideration of their educational value. Discussion will follow observation on the part of students, of work done in this and other schools. Prerequisite: course 55, or its equivalent. Limited to 24. Laboratory fee, \$3.00. M. Summer, Second Term; Mj. Autumn and Spring, hours to be arranged, MISS HOLLISTER.

D. MANUAL TRAINING

The demand for teachers and supervisors of the manual arts and for organizers of industrial schools and classes is in excess of the supply. With this demand in view a course leading to a Special Two Years' Certificate has been arranged. This course is especially suited to the graduates of technical high schools and will enable them to prepare for positions as teachers of manual training in elementary or high schools. Students registering for this certificate should present as entrance credit at least four units of shopwork and drawing. For further requirements see above, p. 433.

It is becoming more and more evident, however, that, while a two-year course for high-school graduates will afford sufficient training to enable students to fill positions as teachers of manual training, there is, nevertheless, superior advantage in taking a complete college course leading to a degree as a preparation for the higher positions. To provide every facility for students desiring the more thorough preparation, a sequence of courses has been arranged, including work in the Departments of Education, History, and the Arts, and allowing considerable latitude in the Junior and Senior years as to the specific subjects to be taken. This enables a student to choose between doing the intensive work required of a special teacher in the high school or the more general and inclusive work needed by the supervisor.

To this end the University of Chicago has entered into an agreement with the Armour Institute whereby the former will accept, as three majors of credit toward the degree of Ph.B. or S.B. in Education, a total of 360 hours, in each of the last two years, of accepted work taken in the Armour Institute in the following combination:

SHOPWORK	ENGINEERING	DRAWING
80 to 160 hours	60 to 160 hours	80 to 160 hours
Advanced Forge	Kinematics	Machine Drawing
Advanced Foundry	Machine Design	Architectural Drawing
Advanced Machine Tool	Strength of Materials	Descriptive Geometry
Advanced Pattern-Making		

The new entrance requirements of the Colleges permit as many as five units of entrance credit for high-school work in the mechanic arts.

The requirements for the Baccalaureate degree provide that as many as fifteen majors may be taken in a single department. It is possible for a student to take this maximum number of majors in the Department of Aesthetic and Industrial Education for the Bachelor's degree in Education.

By virtue of the co-operative arrangement with Armour Institute it will be possible for students to avail themselves of the opportunities offered by its engineering department and to take in that institution an amount of work equivalent to six majors.

A student who chooses the proper courses from the beginning may secure the S.B. degree in Education and, at the same time, receive an adequate preparation for teaching or supervising the mechanic arts by taking his principal sequence (9 majors) in combined science and mathematics; the secondary sequence (6 majors) in education; and 15 majors in the Department of Fine and Industrial Arts.

It is believed that an unusual opportunity is here offered to high-school graduates desiring to prepare themselves to teach manual training, and for graduates of two-year normal courses to obtain a more complete preparation for their work and at the same time to secure a college degree. It should be observed that a student may choose his electives from the entire curriculum presented by the University of Chicago.

In addition to the work regularly listed in courses there is opportunity for study of methods in various classrooms in the School of Education and in other schools, and for practice teaching in the School of Education. Excursions are made to factories, shops, and schools offering industrial courses.

Through the Board of Recommendations competent teachers are given direct assistance in obtaining good positions. There is no fee for this service.

This information is given at this time in recognition of the growing demand for competent teachers of the industrial arts. In range the courses cover the work in the elementary school, the secondary school, the normal school, and the college, and are so planned as to present the industrial arts in their historical, pedagogical, vocational, and technical aspects.

70A. Elementary Constructive Work.—This course is planned to present both the theory and the practice of handwork for Grades III to VI inclusive. It will afford practice in cardboard work, in elementary bookbinding, and in simple processes of weaving in different materials. Special problems presented by members of the class will be considered and plans for meeting them will be discussed. Taken in conjunction with 70B, this course will give the initial preparation for those planning to supervise the manual arts in elementary schools. Laboratory fee, \$3.00. Mj. Summer (or M. either Term); Mj. Autumn, MISS LANGLEY.

70B. Elementary Woodworking.—This is a laboratory course including both theory and practice, and is especially adapted to the needs of those who desire to equip themselves to teach woodworking in the upper grades. The shopwork will include the making of such articles as will fully illustrate elementary tool practice. Emphasis will be placed upon types of construction suited to Grades VI and VII—work largely with dressed stock—but the full course (Mj.) will introduce work appropriate for Grade VIII, that is, work involving those problems incident to planing to thickness. In connection with the shopwork will be lectures and discussions on methods and equipment. There will also be a presentation of the theory and historical progress of manual training. Laboratory fee, \$3.00. Mj. Summer (or M. either Term), MISS LANGLEY.

72. English Houses and Furniture.—Study of periods: Gothic, Elizabethan, Jacobean, Queen Anne, Georgian, and the period of Chippendale, Adam, Hepplewhite, and Sheraton. Woods and principles of furniture construction. Brief survey of historic ornament. Evolution of chief elements of houses, as main door, porch, staircase, chimney-piece. Mj. Autumn, Miss LANGLEY.

75. Advanced Woodworking.—This course is planned for those who are preparing to teach bench work in Grade VIII or in the first year of the high school. Hand-tool technique, simple constructive processes, materials, and applied constructive design are treated from the standpoint of method. The course also includes a discussion of aims and courses of study. Prerequisite: Manual Training 70B or equivalent. Laboratory fee, \$3.00. M. Summer, First Term; repeated M. Second Term; Mj. Autumn, Winter, and Spring, MR. FILBEY.

76. Cabinet-Making.—This course is planned for those who expect to teach woodworking in schools equipped with machines. The laboratory work will center around the building of cabinets of rather difficult construction. This will include the designing of work undertaken, care and use of common wood-working machines, cabinet construction, and wood-finishing. The class work will include discussions of equipment, installation, milling; courses of study, methods, furniture design, and shop practices. Prerequisite: work equivalent to courses 70B and 75. Limited to 20. Laboratory fee, \$3.00. Mj. Summer (or M. either Term), MR. ZUPPANN.

77A. Woodturning.—This course covers the principles of woodturning. It also includes the discussion and formulation of courses of study. Limited to 12. Laboratory fee, \$3.00. Mj. Summer (or M. either Term); Mj. Autumn, Winter, and Spring, MR. FILBEY.

77B. Pattern-Making.—This course deals with the principles of pattern-making. It also includes enough molding to demonstrate the necessity for common allowances made. Students will be given an opportunity to make a complete set of patterns for some machine. Limited to 12. Laboratory fee, \$3.00. Mj. Summer (or M. either Term); Mj. Autumn, Winter, and Spring, MR. FILBEY.

78. Forge Work.—A course in forgeshop practice covering the principles of hand forging. It also includes instruction in brasing, casehardening, tempering, and annealing. Short talks will be given on the fire, tools, shop practices, and materials. Shop excursions will be a definite part of the course. Limited to 20. M. Summer, First Term, MR. MARSHALL; M. Autumn, Winter, and Spring, MR. FULTZ.

79. Foundry Practice.—The course includes a drill in the elementary molding processes, core-making, and cupola practice. It is planned for teachers of pattern-making and for those who expect to teach foundry work in high schools. Limited to 15. Laboratory fee, \$3.00. M. Summer, Second Term, MR. MARSHALL; M. Autumn, Winter, and Spring, MR. FILBEY.

81. Machine-Shop Practice.—This course covers the use of the bench and machine tools commonly found in high-school equipments. The time will be divided between formal exercises and constructive work. Tool-making and general repair work will be a definite part of the course. Short talks will be given on the various tools, shop practices, and materials. Limited to 20. Laboratory fee, \$3.00. Mj., DMj. Summer (or M. or DM. either Term); Mj. Autumn, Winter, and Spring, MR. MARSHALL.

V. THE COLLEGE OF COMMERCE AND ADMINISTRATION

GENERAL STATEMENT

This division of the University has under one organization the functions which in some institutions are performed by schools or colleges of commerce, the functions which in other institutions are performed by schools for social workers, and the functions which in still other institutions are given over to bureaus of municipal research. The work is grouped as follows:

- I. The Trade and Industry Division, for those expecting to engage in the various business pursuits, such as accountancy, banking, brokerage, foreign trade, insurance, etc.
- II. The Secretarial Division, for those expecting to engage in secretarial work.
- III. The Commercial Teaching Division, for those expecting to teach commercial subjects in either secondary schools or colleges.
- IV. The Philanthropic Service Division, for those expecting to serve in charitable organizations, playground work, settlement work, child-welfare agencies, civic organizations, social research, etc.
- V. The Public Service Division, for those expecting to serve as staff members in bureaus of labor, in tax commissions, in public utility commissions; as statisticians; as workers in efficiency bureaus; as investigators for special inquiries under federal, state, municipal, or private authority, etc.
- VI. The Religious Service Division, for those expecting to serve as Young Men's Christian Association and Young Women's Christian Association secretaries, lay church workers, directors of religious work in colleges and universities, etc.

The organization covers both undergraduate and graduate work. The entrance requirements and the amount of work required for the Bachelor's degree (four years) are the same as in the other undergraduate colleges of the University. In accordance with the general organization of the University, the first two years of college work constitute the Junior College work, on the completion of which a certificate and the title of Associate are given and the student enters the Senior College. Upon the satisfactory completion of the undergraduate work the degree of Ph.B. is conferred. Students may then undertake graduate work leading to the degrees A.M. and Ph.D.

In the administration of the work the following features are significant:

1. *Broad foundation.*—The work is organized on the hypothesis that the technical or professional work should rest upon a broad foundation of work in history, political economy, sociology, psychology, biology, government, and law. Full preparation accordingly contemplates at least one year of graduate work over and above a properly selected undergraduate curriculum.

2. *Individualized curriculum.*—After certain minimum requirements have been met, each student's course is a matter of personal adjustment on the basis of previous training, present aptitudes, and expected future occupation.

3. *Contact with practical affairs.*—The method of the advanced courses is professional and practical. Use is made of the case method of instruction, and class work is supplemented with lectures by experts on technical subjects. Further contact with actual conditions is secured by requiring that each student spend the equivalent of three months, preceding or accompanying his professional training, in field work.

4. *The professional spirit.*—The student is expected to approach his work in a professional spirit. Admission may be secured only after a conference with the Dean, in which it must appear that the applicant has a serious professional purpose and that the institution has resources with which it can adequately meet the student's needs. Continuance in the institution depends upon (a) meeting the general University requirements of scholarship and conduct, and (b) maintaining a professional attitude toward the work.

THE CURRICULUM

The first year's work aims to supplement the student's high-school training and to give him a well-rounded cultural foundation in the main divisions of human knowledge. The second year's work completes this basic preparation and undertakes a broad survey of the social sciences. It is significant that in these social-science-survey courses the future social worker sits side by side with the future business man, the future teacher and investigator in the social science departments, and the future civil servant, and all are led to appreciate the relationships of their future specialized tasks to the operations of the rest of organized society. Even after he has completed the social science survey, the student is prevented from narrow specialization. Throughout his third year he takes basic semi-cultural, semi-professional courses, designed to give him a clearer appreciation of the organization of modern society than was possible in the social science survey. It is only in the fourth year and in graduate work that the student does distinctly professional work and cultivates intensively his own particular field. The student who has traversed these stages should go out with some idea of social needs, with some zeal for serving these needs, with some appreciation of the rights, the privileges, and the obligations of other members of society, and with training which should enable him to do his work efficiently.

DIVISIONS OF THE WORK

The general plan of the work may be seen by a survey of some of the curricula designed to prepare for certain particular vocations. It will be appreciated that these groupings of courses show merely the general plan. In actual administration they are varied to meet the needs of individual students.

The unit of work and of credit is a major, i.e., a course of instruction involving four or five recitations or lecture hours per week for a full quarter, or double that number of hours for a term of six weeks. A minor is one-half a major. Normal work is three majors per quarter, or nine per year of three quarters. The courses mentioned below are almost all major courses.

I. *The Trade and Industry Division.*—The courses in this division are arranged with reference to the needs of those who expect to engage in the various business pursuits, such as foreign trade, banking and brokerage, accountancy,

insurance, transportation, etc. The plan can be most clearly presented by outlining a "general business course" and then indicating the variations which would be made in preparing for specific vocations.

Students expecting to enter this division are advised to take in the secondary-school training, English, French or German or Spanish, Mathematics through Trigonometry, History, Physics, Chemistry, Physiography, Mechanical Drawing, Shorthand, and Typewriting.

THE GENERAL BUSINESS COURSE

FIRST-YEAR STUDIES

REQUIRED COURSES

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
English Composition
Civil Government in the United States
Economic and Commercial Geography
Geography and Resources of North America

ELECTIVES

English Literature
Public Speaking

SECOND-YEAR STUDIES

REQUIRED COURSES

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
English Composition
Introductory Psychology
Psychology of Business Procedure
Introduction to the Study of Society
Principles of Political Economy
Business Organization

ELECTIVES

Elementary Ethics
English Literature
American Literature

THIRD-YEAR STUDIES

REQUIRED COURSES

Elementary Accounting
Intermediate Accounting
Advanced Accounting
Introduction to Statistics
Economic History of the United States

ELECTIVES

Money and Credit
Labor Conditions and Problems
Public Finance
Cost Accounting
The Economic Geography of the United States
The Natural Resources of the United States: Their Exploitation and Conservation
Geography and Resources of South America
Geography and Resources of Europe
Geography and Resources of the Orient
Geography of Commerce
Municipal Government
Modern Cities
United States History
English Composition
Social Psychology
Language

FOURTH-YEAR AND GRADUATE STUDIES

REQUIRED COURSES

Business Law (3Mjs.)
 Commercial Organization—Domestic
 Trade (2Mjs.)
 Commercial Organization—Foreign Trade
 Industrial Organization (2Mjs.)

ELECTIVES

Banking Practice
 Foreign Exchange
 Advanced Course in Money
 Advanced Course in Banking
 Crises and Depressions
 Corporation Finance and Investments
 Financial Management
 Advanced Course in Investments
 Industrial Combinations—Trusts
 Scientific Management and Labor
 Railway Transportation
 Introduction to Insurance
 Insurance in Its Business Aspects
 Accounting Problems
 Statistical Theory and Method
 Economic History of England
 Economic History of Europe
 Law Courses
 The Commerce of South America
 The Commerce of Europe
 The Commerce of the Orient

This "general business course" is varied to meet the needs of those preparing for specific vocations, not by making essential changes in the courses required, but by grouping the electives according to individual needs.

Students preparing for the banking business would ordinarily take the required courses mentioned above and would take their electives from the following subjects: Money and Credit, Public Finance, Banking Accountancy, Banking Practice, Foreign Exchange, Advanced Course in Money, Advanced Course in Banking, Bills and Notes, Corporation Finance and Investments, Financial Management, Advanced Course in Investments, and Insurance.

Students preparing for foreign trade would take their electives from the following subjects: Modern Language, Geography and Resources of South America, Geography and Resources of Europe, Geography and Resources of the Orient, Geography of Commerce, International Law, Foreign Exchange, The Commerce of South America, The Commerce of Europe, The Commerce of the Orient, and Insurance.

Corresponding appropriate groupings are arranged for work in Insurance, Commercial Secretaryships, Statistics, Accountancy, etc.

II. The Secretarial Division.—The courses in this division are arranged with reference to the needs of those who wish to train themselves for secretarial positions in any department of modern activity, such as with business executives, with professional men, with educational institutions, with civic societies, and with charitable organizations. The training should prove of value also to

students planning to work in offices in such other capacities as office managers, assistants to public officials, registrars, bureau managers, and business librarians.

Since the field of secretarial service is as wide as the field of modern endeavor, the curriculum in this division has been drawn in such a way as to keep open as many opportunities for choice of vocation as possible. Specifically, this means that provision is made for (a) a well-rounded general education, (b) a central core of prescribed subjects which provides the basic training necessary for various types of secretarial work, and (c) elective courses which enable the student to prepare more carefully for one or more particular types of work.

Students in this division should be able to use at least two modern languages and also shorthand and typewriting. They should have some preparation also in Mechanical Drawing, Physics, Chemistry, Physiology, and Biology.

Courses in shorthand and typewriting are not offered in the University of Chicago and no college credit is given for them, though they may be presented as admission credits.

Students expecting to enter this division are advised to take in the secondary-school training, English, Latin, French or German, Mathematics, History, Physiology, Physics, Chemistry, Mechanical Drawing, Shorthand, and Typewriting.

FIRST-YEAR STUDIES

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
 English Composition
 English Literature
 Evolution and Heredity
 Civil Government in the United States
 Economic and Commercial Geography

SECOND-YEAR STUDIES

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
 English Composition
 American Literature
 Principles of Political Economy
 Business Organization
 Introductory Psychology

THIRD-YEAR STUDIES

REQUIRED COURSES

Elementary Accounting
 Intermediate Accounting
 Introduction to Statistics
 Introduction to the Study of Society
 English Composition
 Language (as needed)

ELECTIVES

The electives are grouped as follows:

- (1) For those contemplating business secretarial positions
- (2) For those contemplating positions in charitable and philanthropic work
- (3) For those contemplating positions in educational institutions

See p. 474 for a statement of the groupings of these electives

FOURTH-YEAR AND GRADUATE STUDIES

REQUIRED COURSES

Business Law (3Mjs.)
 Secretarial Work

ELECTIVES

See p. 474

The electives for the third year, fourth year, and graduate work in the Secretarial Division are as follows:

ELECTIVE COURSES IN PREPARATION FOR SECRETARIAL POSITIONS WITH BUSINESS HOUSES	ELECTIVE COURSES IN PREPARATION FOR SECRETARIAL POSITIONS IN CHARITABLE WORK	ELECTIVE COURSES IN PREPARATION FOR SECRETARIAL POSITIONS IN EDUCATIONAL INSTITUTIONS
Psychology of Business Procedure	Evolution of Philanthropy	Introduction to Education Curriculum
Money and Credit	The Field of Social Work	History of Education courses
Economic History of the United States	Social Origins	History of American Education
Labor Conditions and Problems	Social Psychology	Courses in Educational Psychology
Advanced Accounting	Social Statistics	Courses in Educational Administration
Cost Accounting	Population, the Standard of Living, and Eugenics	Methods of Teaching
Banking Practice	Municipal Government	Vocational Guidance
Corporation Finance and Investments	Labor Conditions and Problems	Child-Study
Introduction to Insurance	The Immigrant	Statistical Method as Applied to Educational Problems
Statistical Theory and Method	Modern Cities	Industrial Organization
Commercial Organization (3 Mjs.)	Social Treatment of Crime	Social Psychology
Industrial Organization (2 Mjs.)	Playground Movement	Psychology of Business Procedure
Industrial Combinations	Organization and Administration of Charities	
Geography and Resources of Europe	Methods of Social Investigation	
Geography and Resources of South America	The Child and the State	
Geography and Resources of the Orient	Care of Needy Families	
Modern Cities		

III. The Commercial Teaching Division.—The courses in this division are arranged with reference to the needs of those who wish to teach commercial subjects in secondary schools. The work will also serve as a basis for graduate study by those who wish to teach such subjects in colleges. A knowledge of shorthand and typewriting, while not absolutely required, is very strongly advised. The field work required in this division will be two majors of practice teaching done under the direction of the Dean of the College of Education.

Students expecting to enter this division are advised to take in the secondary-school training, English, Modern Language, Mathematics, History, Physics, Chemistry, Mechanical Drawing, Shorthand, Typewriting, Physiology, and and Biology.

FIRST-YEAR STUDIES

REQUIRED COURSES	ELECTIVES
Language, Mathematics, Science, and History, as needed to meet the "distribution requirement" (see p. 112)	Physiography
English Composition	English Literature
Civil Government in the United States	Public Speaking
Economic and Commercial Geography	
Geography and Resources of North America	

SECOND-YEAR STUDIES**REQUIRED COURSES**

Language, Mathematics, Science, and History, as needed to meet the "distribution requirement" (see p. 112)
 English Composition
 Introduction to the Study of Society
 Introductory Psychology
 Psychology of Business Procedure
 Principles of Political Economy
 Business Organization

ELECTIVES

English Literature
 American Literature
 History of Education courses
 Educational Psychology

THIRD-YEAR STUDIES**REQUIRED COURSES**

Elementary Accounting
 Intermediate Accounting
 Introduction to Statistics
 Economic History of the United States
 Money and Credit
 Geography and Resources of South America
 Geography and Resources of Europe
 Introduction to Education
 Curriculum

ELECTIVES

The Economic Geography of the United States
 The Natural Resources of the United States: Their Exploitation and Conservation
 Labor Conditions and Problems
 Public Finance
 Cost Accounting
 Accounting Problems
 Modern Cities
 Language

FOURTH-YEAR AND GRADUATE STUDIES**REQUIRED COURSES**

Business Law (3Mjs.)
 Commercial Organization (2 or 3Mjs.)
 Industrial Organization (2 Mjs.)
 Methods of Teaching in High Schools
 Practice Teaching

ELECTIVES

Climatology
 High-School Administration
 Vocational Guidance
 Industrial Education
 Banking Practice
 Foreign Exchange
 Corporation Finance and Investments
 Introduction to Insurance
 Railway Transportation
 Economic History of England
 Economic History of Europe
 Geography of Commerce
 The Commerce of South America
 The Commerce of Europe
 The Commerce of the Orient

IV. The Public Service Division.—The courses in this division are arranged with reference to the needs of those who wish to train themselves for positions in the governmental agencies which have to do with the investigation, regulation, or control of the various economic and social activities of the day.

For most of the positions in this field, at least one year of graduate work is essential.

The arrangement of the courses in this division corresponds to that of the other divisions. The required work furnishes a substantial body of basic preparation. The electives are chosen with reference to the needs involved in preparation for specific positions.

FIRST-YEAR STUDIES**REQUIRED COURSES**

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
 English Composition
 Civil Government in the United States
 Comparative Government

ELECTIVES

English Literature
 Public Speaking

SECOND-YEAR STUDIES**REQUIRED COURSES**

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
 English Composition
 Introductory Psychology
 Introduction to the Study of Society
 Principles of Political Economy

ELECTIVES

English Literature
 American Literature
 Elementary Ethics
 Business Organization

THIRD-YEAR STUDIES**REQUIRED COURSES**

Statistical Theory and Method
 Public Finance
 Elementary Accounting
 Intermediate Accounting
 Municipal Government
 United States Political History

ELECTIVES

Elements of Law
 Cost Accounting
 Accounting Problems
 Modern Cities
 Labor Conditions and Problems

FOURTH-YEAR AND GRADUATE STUDIES**REQUIRED COURSES**

Business Law
 Constitutional Law
 Principles of Social and Economic Legislation

ELECTIVES

Corporation Finance and Investments
 Industrial Combinations
 Railway Transportation
 Introduction to Insurance
 Statistical Theory and Method
 Constitutional History
 History of Political Theory
 Principles of Political Science
 American Political Theories
 Political Parties
 Public Administration
 Constitutions, the Electorate, and the Legislature
 Municipal Problems
 Municipal Corporations
 Administrative Law and Officers
 The Immigrant
 Methods of Social Investigation
 Public Service Companies and Carriers
 Public Hygiene
 Industrial Hygiene
 Public Health Problems

V. The Philanthropic Service Division.—The courses in this division are arranged with reference to the needs of those who wish to train themselves for work in the charitable and philanthropic agencies of modern society. At least one year of graduate work is highly desirable, and is, indeed, essential in most

cases. The required work is so arranged as to furnish a substantial body of basic preparation. The electives may be chosen with reference to the needs involved in preparation for specific positions with civic organizations, correctional institutions, child-welfare agencies, institutions for social research, etc.

FIRST-YEAR STUDIES

REQUIRED COURSES

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
 English Composition
 Civil Government in the United States
 Evolution and Heredity
 Physiology

ELECTIVES

English Literature
 Public Speaking

SECOND-YEAR STUDIES

REQUIRED COURSES

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
 English Composition
 Introductory Psychology
 Introduction to the Study of Society
 Principles of Political Economy
 Statistical Theory and Method

ELECTIVES

English Literature
 American Literature
 Elementary Ethics
 Religious Education courses

THIRD-YEAR STUDIES

REQUIRED COURSES

Social Origins
 Labor Conditions and Problems
 The Field of Social Work
 Modern Cities
 Elements of Law
 Municipal Government

ELECTIVES

Elementary Accounting
 Institutional Accounting (Budgets)
 Moral Education and Juvenile Delinquency
 Heredity and Eugenics
 English Composition
 Abnormal Psychology

FOURTH-YEAR AND GRADUATE STUDIES

REQUIRED COURSES

Social Psychology
 The Evolution of Philanthropy
 Organization and Administration of Charities
 Care of Needy Families
 Methods of Social Investigation
 The Child and the State
 Social Statistics

ELECTIVES

The Evolution of Morality
 Moral Education
 Social and Political Philosophy
 Legal and Economic Position of Women
 Statistical Theory and Method
 Vital Statistics
 Trade Unionism
 The Conflict of Classes in Modern Society
 Socialism
 The Immigrant
 Prostitution
 The Social Attitudes
 Population, the Standard of Living, and Eugenics
 Social Treatment of Crime
 Business Law
 Administrative Law and Officers
 Principles of Social and Economic Legislation

FOURTH-YEAR AND GRADUATE STUDIES—Continued

ELECTIVES

Methods of Social Amelioration
Municipal Problems
Public Hygiene
Industrial Hygiene
Public Health Problems
Poverty and Its Relief
Church Work with Boys
Playground Movement
Playground Direction
Plays and Games

ELECTIVES

Child-Study
Hygiene of Childhood
Psychopathic, Retarded, and Mentally Deficient Children
House Sanitation
Domestic Science courses
Courses in Hygiene and Physical Education
Courses in Religious Education
Vocational Guidance

VI. The Religious Service Division.—The courses in this division are arranged with reference to the needs of those who expect to engage in such work as that of Young Men's Christian Association or Young Women's Christian Association secretaries, lay church workers, directors of religious work in colleges and universities, etc.

THE GENERAL COURSE

FIRST-YEAR STUDIES

REQUIRED COURSES

Language, Mathematics, Science, and History as needed to meet the distribution requirement" (see p. 112)
English Composition
Physiology
Evolution and Heredity
The Religion of the Prophets
The Teaching of Jesus

ELECTIVES

English Literature
Civil Government in the United States
Physiography
Public Speaking
The Moral Leaders of Israel
The Religion of Jesus
The Essentials of Religion
The Religion of the New Testament

SECOND-YEAR STUDIES

REQUIRED COURSES

Language, Mathematics, Science, and History as needed to meet the "distribution requirement" (see p. 112)
English Composition
Introductory Psychology
Introduction to the Study of Society
Principles of Political Economy
Introduction to Statistics
The Origin of the Hebrew Religion
The Rise of Christianity

ELECTIVES

English Literature
American Literature
Public Speaking
The Genesis Stories
The Psalms
The Rise of Judaism
The Origin of the Old Testament Books
The Literature of the Prophets
Moral Problems of the Old Testament
Moral Leaders of Israel
The Rise of the New Testament
Jesus and the Prophets
Modern Religious Problems

THIRD-YEAR STUDIES

REQUIRED COURSES

Social Origins or Social Psychology
The Field of Social Work or Modern Cities
Principles of Religious Education
Christian Fundamentals
The Development of Hebrew Literature
The Life of Jesus

ELECTIVES

Elementary Ethics
Evolution of Morality
Biological Evolution
Elements of Law
Elementary Accounting
Institutional Accounting (Budgets)

THIRD-YEAR STUDIES—Continued

ELECTIVES

Labor Conditions and Problems
 Business Organization
 The Immigrant
 Playground Movement
 History of Education courses
 Educational Psychology
 Outline History of Religion
 Religion of Primitive Peoples
 Early History of Syria and Palestine

ELECTIVES

Church History courses
 The Moral Leaders of Later Judah
 The Religious Teaching of the Fourth Gospel
 The Origin of the Bible: the Books of the New Testament
 The Life of Paul
 Christianity and Other Religions

FOURTH-YEAR AND GRADUATE STUDIES

REQUIRED COURSES

Moral Education and Juvenile Delinquency
 Problems and Methods of Church Expansion
 Outline Course in Apologetics
 Hebrew Institutions and Philosophy
 The Universal Elements of Christianity

ELECTIVES

Methods of Teaching the Bible
 The Church and the Young People
 Organization of Religious Education
 Evolution of Philanthropy
 Social Statistics
 Organization and Administration of Charities
 Methods of Social Investigation
 The Church and Society
 The Child and the State
 The Care of Needy Families
 Introduction to Phonetics
 Courses in the History of Missions
 Beginnings of Old Testament History and Literature
 The Psychology of Religion
 Abnormal Psychology
 Outline Philosophy of Religion
 History of Egypt, Babylonia, and the Early Orient
 Literature of the Early Orient
 The Religion and Philosophy of India
 Science and Christianity
 Mediaeval Economic and Social History

The general course is varied to meet the needs of those preparing for specific vocations by grouping the electives according to individual needs.

Students preparing for Young Men's Christian Association or Young Women's Christian Association secretaryships would ordinarily take the required courses mentioned above and would take their electives from the following subjects: The Playground Movement, Labor Conditions and Problems, the Immigrant, Educational Psychology, Elements of Law, Elementary Accounting, Institutional Accounting, Methods of Teaching the Bible, The Genesis Stories, The Psalms, The Rise of Judaism, Missions, Organization of Religious Education, Evolution of Philanthropy, Organization and Administration of Charities, The Psychology of Religion, Abnormal Psychology, The Literature of the Prophets, Modern Religious Problems, Jesus and the Prophets.

Students preparing to serve as lay workers in the church would ordinarily take their electives from the following subjects: Labor Conditions and Problems, The

Immigrant, Evolution of Philanthropy, Organization and Administration of Charities, The Child and the State, The Legal and Economic Position of Women, Elementary Accounting, Institutional Accounting, The Playground Movement, Educational Psychology, Abnormal Psychology, Social Treatment of Crime, Organization of Religious Education, Psychology of Religion, Methods of Teaching the Bible, The Church and Society, Public Speaking.

Corresponding groupings of studies are made in preparation for other vocations, such as religious and social directorships in colleges and universities and similar positions among foreign people.

ADMISSION TO THE COLLEGE

Admission to any division of the College of Commerce and Administration may be secured only after a conference with the Dean. Students expecting to enter this College are requested to confer with the Dean either by means of an interview or by means of correspondence at least one month before the opening of the quarter's work.

The details of requirements for admission, routine of entrance, etc., are the same as for the undergraduate divisions of the University. See pp. 93-110 of this *Register*.

REQUIREMENTS FOR TITLES AND DEGREES

I. REQUIREMENTS FOR THE ASSOCIATE'S TITLE

In the College of Commerce and Administration each student's curriculum is a matter for individual adjustment, and the courses assigned to any student in his first two years of college work will depend upon his previous training, present aptitudes, and future occupation. In every case, however, the minimum requirements stated on p. 112 of this *Register* will be observed.

II. REQUIREMENTS FOR THE BACHELOR'S DEGREE

Candidates for the Bachelor's degree (Ph.B.) must present a minimum of three quarters and nine majors of residence work in the College. The requirements for the degree are as follows:

- a) Entrance requirements as indicated on p. 93-94.
- b) The requirements for the Associate's title as indicated above.
- c) Field work (to be arranged for individually). The required field work can be covered during a summer vacation. This requirement is designed (1) to give the student contact with actual conditions before entering upon the specialized courses, and (2) to enable the student to decide on the basis of some actual knowledge what specialized work he wishes to pursue.
- d) A total of at least 36 majors and 72 grade-points.¹ The entire 36 majors must be approved by the Dean.
- e) Credit for ten quarters of work in Physical Culture.

NOTE.—Students preparing for foreign trade, consular service, secretarial positions, social research, and certain forms of philanthropic service are expected to meet the efficiency test in two modern languages. Students preparing for secretarial service are also required to meet an efficiency test in shorthand and typewriting not later than their third year in college. No college credit is given for work in shorthand and typewriting.

¹ "72 grade-points" is equivalent to "an average of C."

III. REQUIREMENTS FOR THE DEGREES OF A.M. AND PH.D.

Candidates for the higher degrees must meet the requirements of the Graduate School of Arts and Literature. The Dean of the Graduate School of Arts and Literature and the Dean of the College of Commerce and Administration cooperate in the administration of the graduate curricula of this College. These graduate curricula are adjusted to the needs of the individual student.

For the detailed requirements for the A.M. degree and Ph.D. degree see the statement of the Graduate School, pp. 115-16 of this *Register*. Students taking these degrees in the College of Commerce and Administration must secure the approval of the Dean of the College upon the plan of residence work and the title of the thesis.

FEES FOR MATRICULATION, TUITION, ETC.—ROOMS, BOARD, AND GENERAL EXPENSES

Attention is called to the statements concerning fees for matriculation, tuition, etc.; rooms, board and general expenses, on pp. 86-87 of this *Register*.

SCHOLARSHIPS AND OTHER AID

The University appropriates annually a considerable sum for scholarships, fellowships, and other forms of aid to worthy students. Students taking work in Commerce and Administration are eligible to appointment to these scholarships, etc., on the same basis as are other members of the University.

A large number of students in various ways earn a portion of their expenses while in the University. The needs of a large city afford opportunities of employment to many students, and a smaller number obtain remunerated service with the University. The latter resource is open only to those who have spent at least one quarter in residence at the University. A student employment bureau makes systematic efforts to obtain positions for students desiring work.

Details concerning these various forms of aid are given on pp. 88-91 of this *Register* and in the circular *Assistance to Students*.

COURSES OF INSTRUCTION

It is impracticable to offer descriptions of the courses available for students in this division of the University. They have access to the resources of the entire University, including the courses in Medicine, the Law School, and the School of Education, and courses in Philosophy, Psychology, Political Economy, Political Science, History, Sociology, Anthropology, Domestic Science, French, Spanish, Italian, Germanic Languages and Literatures, English Language and Literature, General Literature, Mathematics, Physics, Chemistry, Geology, Geography, Botany, Pathology, Hygiene and Bacteriology, Zoölogy, Physiology, and Public Speaking in the Colleges of Arts, Literature, and Science.

PART V

**THE UNIVERSITY LIBRARIES, LABORATORIES,
AND MUSEUMS**

THE UNIVERSITY LIBRARIES, LABORATORIES, AND MUSEUMS¹

THE LIBRARIES

ERNEST DEWITT BURTON, Director.

JAMES CHRISTIAN MEINICH HANSON, Associate Director.

OFFICERS IN CHARGE OF DEPARTMENTS

EARL NORTHUP MANCHESTER, A.B., Readers' Department.

CORA BELLE PERRINE, A.B., Acquisition Department.

JOSEPHINE CHESTER ROBERTSON, A.B., Cataloguing Department.

CLARENCE ALMON TORREY, Ph.B., Acquisition Department.

OFFICERS IN CHARGE OF LIBRARIES AND READING-ROOMS

STORRS BARROWS BARRETT, A.B., Yerkes Observatory Library.

EMMA LOUISE DICKINSON, Biological Group Library.

CORA MARGARET GETTYS, A.B., General Library.

EDWARD ATWOOD HENRY, A.B., D.B., Durrett Collection.

CLARA LOUISE LITTLE, A.B., Classical Library.

WALTER LEROY RUNYAN, A.M., D.B., Divinity School Group Library.

FREDERICK WILLIAM SCHENK, Law School Library.

IRENE WARREN, Ph.B., School of Education Library.

———, Geology and Geography Library.

OTHER MEMBERS OF THE STAFF

RUTH ABBOTT, B.L.S., School of Education Library.

LEONORA ABT, School of Education Library.

LILLA M. ALEXANDER, Cataloguing Department.

ABBIE LLERENA ALLEN, S.B., Cataloguing Department.

EDITH ASHMORE, A.B., S.B., Cataloguing Department.

LAURA E. BABCOCK, Durrett Collection.

HARRIE EDNA BROOKE, Ph.B., Acquisition Department.

ELLYN CHAPIN BROOMELL, Ph.B., Readers' Department.

RAYMOND NEWELL BROWN, Litt.B., Readers' Department.

GERTRUDE M. CLARK, Cataloguing Department.

JULIA LOUISE DICKINSON, Acquisition Department.

FRANCES LETTILA DUDGON, Acquisition Department.

HANS DAVID GAEBLER, M.A., Law School Library.

BEULAH EMMA GIFFIN, A.B., Cataloguing Department.

¹For the Board of Laboratories and Museums and the Board of Libraries, see pp. 77, 78.

MARGARET ANNE HARDINGE, Acquisition Department.
RACHEL AGNES HARRIS, Ph.M., Acquisition Department.
PERCY ANDERSON HOGAN, Law School Library.
MARY LOUISE HOYT, Cataloguing Department.
DORTHEA HELENE HYGEN, Cand. Philos. (Christiania), Cataloguing Department.
KARL THEODOR JACOBSEN, A.M., Cataloguing Department.
TORGER KLEIBERG, Cand. Philos. (Christiania), Cataloguing Department.
ANNA CONSTANCE LAGERGREN, Ph.B., Readers' Department.
ELIZA LAMB, A.B., Cataloguing Department.
ANNA EMILIA LAUREN, Ph.B., Cataloguing Department.
EDITH CLARA LAWRENCE, A.B., Cataloguing Department.
HANNA LOGASA, School of Education Library.
MARGARET MACGREGOR, A.B., Cataloguing Department.
SARAH ELLEN MILLS, Periodical Room.
RUTH EDNA MORGAN, Cataloguing Department.
SELMA NACHMAN, Cataloguing Department.
MAUDE NESMITH, Acquisition Department.
ADOLF CARL VON NOË, Ph.D., Cataloguing Department.
ADELAIDE ELIZABETH OHLENDORF, S.B., Cataloguing Department.
MARIE PARK, Cataloguing Department.
SARAH LUELLA PATTERSON, A.M., Acquisition Department.
MARY BOYDEN PILLSBURY, A.B., Cataloguing Department.
ALICE ELIZABETH POTTER, Acquisition Department.
CLARA STRONG ROE, Ph.B., General Library.
ELLA SATTERTHWAIT, Ph.M., Cataloguing Department.
MARGUERITE SEELEY, Cataloguing Department.
HALVOR O. TEISBERG, A.B., Readers' Department.
HELEN BOWMAN THOMPSON, Ph.B., Cataloguing Department.
HELEN ANNA TITSWORTH, Ph.B., S.B., Cataloguing Department.
ELEANOR PATTEN WHEELER, A.B., S.B., Cataloguing Department.

LIBRARY ADVISERS

PROFESSOR JAMES ROWLAND ANGELL, Psychology.
PROFESSOR ROBERT RUSSELL BENSLEY, Biology Group.
PROFESSOR EDWIN BRANT FROST, Yerkes Observatory.
PROFESSOR CHARLES HUBBARD JUDD, School of Education.
PROFESSOR JOHN MATTHEWS MANLY, Modern Language Group.
PROFESSOR ELMER TRUESDELL MERRILL, Classical Group.
PROFESSOR ELIAKIM HASTINGS MOORE, Mathematics and Astronomy.
PROFESSOR UNDERHILL MOORE, Law School.
PROFESSOR IRA MAURICE PRICE, Divinity School Group.
PROFESSOR ROLLIN D. SALISBURY, Geology and Geography.
PROFESSOR AMOS ALONZO STAGG, Physical Culture.
PROFESSOR WILLIAM ISAAC THOMAS, Historical Group.
ASSOCIATE PROFESSOR SOLOMON HENRY CLARK, Public Speaking.
ASSOCIATE PROFESSOR CHARLES RIBORG MANN, Physics.
ETHEL MARY TERRY, Chemistry.
MR. ROBERT WATERMAN STEVENS, Music.

GENERAL STATEMENT

From 1902 to 1912 the General Library was located in the University Press Building on the northwest corner of Fifty-eighth Street and Ellis Avenue. In the summer of 1912 it was removed to its permanent location in the Harper Memorial Library Building on Fifty-ninth Street midway between Ellis and University avenues. The reading-room in this building contains seats for 364 readers. It is located on the third floor, the principal entrance being in the West Tower. The administrative offices of the Library are on the second floor. In October, 1912, the Departmental Library of the Historical Group was transferred to this building, as also those of the Modern Language Group and the Department of Philosophy.

The other Departmental Libraries are located as follows: Astronomy (see also Mathematics), at Yerkes Observatory, Williams Bay, Wis.; Biological Group, in the Zoölogy Building, first floor; Chemistry, in Kent Chemical Laboratory, second floor; Classical Group, the Classics Building, third floor; Divinity School and Semitics, in Haskell Oriental Museum, third floor; Geology, Geography, and Paleontology, Julius Rosenwald Hall, second floor; Law School, in Law Building, third floor; Mathematics and Astronomy, in Ryerson Physical Laboratory, fourth floor; Physics, in Ryerson Laboratory, second floor; Psychology, in Psychology Building, second floor; School of Education, in Emmons Blaine Hall, second floor. The Hitchcock House Library is located in Hitchcock Hall, first floor.

The Reading-Room of the General Library and that of the Library of the School of Education are open to all members of the University, former members of the Faculties, and former students of the University. So far as the limits of space permit they are also open to members of other educational institutions in the vicinity, residents of Chicago engaged in serious study, scholars visiting Chicago, and employees of the University.

The Departmental Libraries are open, as reference libraries, to members of the Faculties of the University, to Trustees and administrative officers, and to students pursuing advanced studies in any department. Other members of the University make use of them if permitted by the regulations of a particular library, or in special cases are granted the privilege by the Director or, in respect to a given library, by the Adviser of that library.

Students who have matriculated and paid the library fee may draw from the circulating libraries of the University three, but no more than three, volumes at one time.

Books drawn from the General Library may be retained two weeks, and may be once renewed for the same period. Books drawn from the Library of the School of Education may be retained for one week and may be once renewed for the same period. This rule does not apply to books reserved for overnight circulation.

On recommendation of a member of the University, and payment to the Cashier's office of a library fee of \$2.50 a quarter (or, on recommendation of a Dean or head of a department of instruction of the University indorsed by the Director of the Libraries, without fee), residents of Chicago, non-resident visiting scholars, alumni, non-resident and former students of the University acquire the privilege of drawing books from the General Library and the Library of the

School of Education, subject to the rules applicable to students of the University. Such persons are granted the privilege of using the Departmental Libraries by authority of the Director, or, in respect to a given library, by the Adviser of that library.

To scholars visiting Chicago complimentary cards, good for four weeks, are issued at the discretion of the Director.

The School of Education Library issues to teachers in the public schools of Chicago complimentary cards, giving the privilege of drawing books under the general rules of circulation.

Fuller information respecting the libraries is published in the *Handbook of the Libraries of the University*.

The Libraries of the University acquired at the opening of the University in 1892 the following collections: Baptist Union Theological Seminary Library, 40,000 volumes; the old University, 10,000 volumes; the Berlin purchase, 175,000 volumes. From these collections and by subsequent purchase, gift, and exchange, the accessions to the various libraries of the University have been up to July 1, 1915, as follows: Astronomy, 4,551; Biology, 25,169; Chemistry, 3,567; Classical Group, 38,570; Divinity School Group, 32,730; General Library, 129,764; Geography and Geology, 10,886; Historical Group, 71,257; Hitchcock Hall, 1,668; Law School, 40,043; Mathematics, 6,890; Modern Language Group, 47,918; Philosophy, 6,457; Physics, 3,921; Psychology, 1,578; Public Speaking, 481; Russian, 474; School of Education, 32,692; Total, 458,616. The figures given above include books accessioned and on the shelves; also, in the case of Geology, the Divinity School Group, the Law School, and the School of Education, books which, though not fully accessioned and catalogued, have been distributed to the libraries named and are available for use. They do not include the other unaccessioned possessions of the libraries, such as the unaccessioned remainder of the Berlin Collection, the Durrett Collection, or the large number of volumes recently acquired from the Library of Congress. The total of these unaccessioned volumes is estimated at approximately 113,000; the pamphlets, at 200,000. The libraries receive about 2,600 periodical publications, including, in part, the transactions and proceedings of learned societies.

THE WILLIAM RAINEY HARPER MEMORIAL LIBRARY

On January 10, 1910, ground was broken for the Harper Memorial Library Building, and the cornerstone was laid June 14, 1910. This building, erected in memory of William Rainey Harper, first President of the University, is the gift to the University of Mr. John D. Rockefeller and more than two thousand other persons, friends and former pupils of Dr. Harper. It was dedicated June 11, 1912. It occupies the center of the south front of the main quadrangle. It is 248 feet long from east to west, and 60 feet wide from north to south. It consists of two towers, each 60 feet by 50 feet, and 128 feet high, joined by the central section of the building, approximately 150 feet long and 100 feet high. It is permanently occupied by the administrative offices of the libraries, and the General Library. Temporarily it also contains the departmental libraries of the Historical Group, the Modern Language Group, and the Department of Philosophy, the offices and classrooms of the Historical Group, and the offices of the President of the University. When all the space is devoted to its ultimate uses

the building will provide shelf room for a little over one million volumes, and will give accommodation to some 600 readers. The building is connected by bridges on the level of the great reading-room with the Haskell Oriental Museum and the Law Building, the upper floors of both these buildings being also devoted to library purposes. A building for the departments of the Classical Group has recently been completed on the corner of Ellis Avenue and Fifty-ninth Street. The Library of these departments, occupying the third floor and a part of the second floor, was installed in March, 1915. It is hoped soon to erect a building for the Modern Language Group immediately adjoining the Harper Memorial Library on the west and connecting it with the Classics Building. Eventually there will also be on the east a building for the Historical and Philosophical groups, corresponding to those on the west for the Modern Language and Classical groups. All these buildings constitute one group with intercommunication, the upper floors being devoted to library purposes and the basements being occupied with stacks.

THE LABORATORIES

THE KENT CHEMICAL LABORATORY

†JOHN ULRIC NEF, Director

The Chemical Laboratory, provided by the generosity of Mr. Sidney A. Kent, was opened January 1, 1894.

The arrangement of the rooms is as follows:

The basement contains a furnace-room, with a set of gas furnaces, with air-blast of the most modern construction, for crucible work, muffle work, tube-heating, and other purposes; a laboratory for inorganic preparations, a room fitted with steam and other appliances for work on a large scale, a laboratory for radioactivity measurements, a mechanical workshop, and storage-rooms.

On the first floor are two large lecture-rooms, and a large lecture-hall seating three hundred persons, fitted for use as a chemical lecture-room, if desired. This floor also contains two rooms for physico-chemical work, one small preparation room, a room with northern exposure, especially fitted for use as a private research laboratory, and also apparatus and preparation rooms connected with the lecture-rooms.

On the second floor are two large laboratories intended for research and quantitative analysis; three private laboratories for the professors; balance, combustion, and air-furnace rooms; a balcony for out-of-door work; and the chemical library, which contains full sets of the most important journals, as well as the most important textbooks and other works relating to chemistry.

On the third floor are three large laboratories for general chemistry, elementary organic chemistry, and qualitative analysis, a small lecture-room, a preparation room, a room especially fitted for optical work, a balance-room, and three private laboratories. The most modern system of ventilation has been adopted, air of constant temperature being forced in by fans from below, and withdrawn by a fan above. The building is lighted throughout by electric lights, and the laboratories are provided with electricity adapted to every kind of electro-chemical work.

† Deceased.

The fullest opportunity will be given for doing research work. All possible aid will be afforded those who desire to avail themselves of the facilities of the laboratory.

THE RYERSON PHYSICAL LABORATORY

ALBERT ABRAHAM MICHELSON, Director

The Ryerson Physical Laboratory was built in 1893-94 and enlarged and remodeled in 1910-11. In the design and construction of the building no element of utility has been omitted, and every effort has been made to include all the desirable features of a first-class physical laboratory.

All the walls and floors are strong and heavy; the laboratories on the first floor are provided with piers of masonry, in addition to the heavy slate wall-shelves which are found throughout the building. Every laboratory is provided with gas for light or fuel, electricity for light and power, water, compressed air, and vacuum pipes.

The basement and first floor are devoted to laboratories for research work, to constant-temperature rooms, ruling engine rooms, power-rooms, and the mechanician's room, which is fitted up with all the tools and appliances necessary in the construction and repair of physical apparatus. Four of these rooms are artificially dried and refrigerated.

On the second floor are found two large general laboratories for advanced undergraduate work, optical laboratories, a chemical laboratory, three departmental office rooms, three small lecture-rooms, and the large lecture-hall with its adjoining apparatus and preparation rooms.

The third floor is devoted to four large laboratories for the undergraduate work in general physics, which with the adjoining apparatus and preparation rooms occupy the east, west, and north portions of the building. The remaining portion of the floor is devoted to lecture-rooms used at present by the Department of Mathematics.

On the fourth floor are the mathematical library and study rooms. The roof above this floor is flat and suitable for observations in the open air.

Recent investigations have shown that the location of the Ryerson Laboratory is an exceedingly good one and that the outside disturbances, which are usually so annoying, are at a minimum.

THE HULL BIOLOGICAL LABORATORIES

DIRECTORS

JOHN MERLE COULTER, Director of the Botanical Laboratory.

———, Director of the Zoölogical Laboratory.

———, Director of the Anatomical Laboratory.

———, Director of the Physiological Laboratory.

On December 14, 1895, Miss Helen Culver, of the city of Chicago, presented the University of Chicago with property valued at one million dollars. The purpose of the gift is indicated by the donor as follows: "The whole gift shall be devoted to the increase and spread of knowledge within the field of the biological sciences."

From this fund there have been erected, at the north end of the University grounds, four buildings to serve as laboratories for the Anatomical, Botanical,

Physiological, and Zoölogical Sciences. Medical instruction is also given in the Anatomical, Physiological, and Zoölogical laboratories.

THE ZOÖLOGICAL LABORATORY

The Zoölogical Laboratory is 120 by 50 feet, and four stories high, exclusive of the basement. On the first floor are located the laboratories for elementary Zoölogy and research work in Pathology. The second floor contains one large laboratory for beginners in research, and a number of smaller laboratories for more advanced work. The third floor contains three large laboratories for Embryology and Genetics and a number of rooms for research. The fourth floor is devoted to the laboratories of Bacteriology, which are supplied with sterilizers, incubators, special microscopes, and other bacteriological apparatus, and are furnished with tables for microscopical work and for the usual laboratory manipulations. The basement contains a large room with glass-covered extension on the south side, designed for an aquarium. The best optical and other apparatus demanded by zoölogical work is provided. There are series of models and charts illustrating embryological and morphological subjects, and facilities for keeping land and aquatic animals under favorable conditions for study. A greenhouse for experimental work in breeding of insects and other invertebrates has recently been erected.

THE ANATOMICAL LABORATORY

The Anatomical Laboratory is 120 by 50 feet, and four stories high, exclusive of the basement and attic, and was constructed to provide for Anatomy, both gross and microscopic, including Neurology. The first floor is occupied by three large laboratories for microscopic work (Histology, Microscopic Anatomy, Neurology, and Pathology), a photographic room, and two laboratories for Experimental Pathology. On the second floor there are an additional room for general classwork in microscopic branches, a lecture-room, and a chemical laboratory. Here, too, are located the laboratories of the staff in Neurology and a laboratory for advanced work and original research in Neurology. On the third and fourth floors are situated the dissecting rooms for Human Anatomy, the private laboratories for instructors, a study-room, and two laboratories for research. The laboratories are well equipped for work in Gross and Microscopic Anatomy and in Pathology, and especial facilities are afforded for advanced work and original research.

THE PHYSIOLOGICAL LABORATORY

The Physiological Laboratory is 102 by 52 feet and four stories high, exclusive of the basement and attic. The basement contains an aquarium room, animal rooms, dark-room, combustion and centrifugal room, and storerooms. It is connected with the greenhouse of the laboratory. The first floor contains general laboratories for beginners, a shop, a storeroom, a lecture-room, and a photographic room. The second floor contains a large lecture-room with preparation room and storeroom, an optical room, two dark-rooms, and private laboratories. The third floor contains three laboratories for advanced workers in Physiology, a laboratory for research in Physiological Chemistry and Pharmacology, a balance-room, a smaller room for work in Physiological Chemistry and Pharmacology, and one room for work in Experimental Therapeutics. The fourth floor contains two rooms with cages for animals and two operating rooms,

and, in addition, two laboratories for work in Physiological Chemistry and Pharmacology. The laboratories are well equipped both for general instruction in Physiology, Physiological Chemistry, and Pharmacology, and for advanced and research work in these sciences.

THE BOTANICAL LABORATORY

The Botanical Laboratory is a building 102 by 52 feet, four stories high, with basement, and roof greenhouse. The first floor contains the general lecture-hall, a large general laboratory for elementary work, a smaller laboratory used for elementary work and also for Plant Pathology, offices, and a storeroom. The second floor contains two laboratories for work in Plant Morphology, seven private research-rooms, two offices, and a clubroom. The third floor is arranged for work in Morphology and Ecology, containing three laboratories, two offices, and seven private research-rooms. The fourth floor is used for Plant Physiology, with two general laboratories, photographic and physiological dark-rooms, workshop, two research-rooms, and a storeroom. The roof greenhouse is intended for experimental work in connection with the physiological laboratories. It also serves to furnish material for the morphological laboratories. A limited amount of ground for experimental work has been secured, and two greenhouses (3,200 square feet) have been erected.

PSYCHOLOGICAL AND PSYCHOPATHIC LABORATORIES

For descriptions of these laboratories see respectively pp. 129 and 425.

THE MUSEUMS

THE WALKER MUSEUM

THOMAS CHROWDER CHAMBERLIN, Director.

FREDERICK STARR, Associate Director, Anthropology.

STUART WELLER, Associate Director, Invertebrate Paleontology.

SAMUEL WENDELL WILLISTON, Associate Director, Vertebrate Paleontology.

WILLIAM F. E. GURLEY, Associate Curator, Paleontology.

In 1892 Mr. George C. Walker provided by gift for a museum building and subsequent provision was made by the University for large collections, particularly in paleontological lines. Previous to the close of the year 1914 the building was largely occupied for classroom and laboratory work, but this use of the building, except so far as directly connected with museum material, has recently been discontinued, and the structure is being refitted for museum purposes solely and reinstallation is in progress.

The basement is given to storage and the first stages of preparation of the material. The first floor is to be occupied by an exhibit collection of the ancient life of the earth arranged in historical order. The central section of the second floor is to be used for an exhibit collection of invertebrate fossils arranged in biological order. The east section of the second floor is to constitute a research museum, the collections of which are to be arranged in banks of drawers for convenient access, while laboratory tables will occupy the border of the room. The west section of this floor is to be used for administrative offices and for work-

rooms, and museum lecture rooms. The middle and east sections of the third floor are to be occupied by the anthropological museum and lecture room. The west section of this floor is arranged for museum laboratories.

The anthropological collection contains a small quantity of ethnographic and archaeologic material. In addition to this the following collections are on deposit and furnish material for study: The Ryerson Collection in Mexican Archaeology, numbering more than 3,000 pieces. The Ryerson Collection from the Cliff-Dwellings and Cave-Houses of Utah; this is accompanied by a series of photographs which add much to its educational value. These two collections are deposited by Mr. Martin A. Ryerson. The Clement Collection from Japan, containing art work in lacquer and porcelain, and an interesting series of articles used in the curious Dolls' Festival. It is deposited by Professor E. W. Clement, of Tokyo, Japan. The material collected by Frederick Starr in Japan is on display temporarily.

The collections of invertebrate fossils are among the largest in the country and contain a great store of material for research and reference. These collections are not yet wholly available for study, but their organization and installation is being carried on as rapidly as practicable. One of the most important of the private collections which have been brought together in Walker Museum is that of the late James Hall, for many years State Geologist and Paleontologist of New York. This collection was presented to the Museum by Mr. J. D. Rockefeller, and is rich in types and other specimens of the greatest value for study and research. Other important collections, which have become the property of the Museum, are the Gurley Collection, the James Collection, the Washburn Collection, the Krantz Collection, the Weller Collection, the Sampson Collection, the Faber Collection, the Haines Collection, the Tiffany Collection, the Bassler Collection of Bryozoa and Ostracoda, and the Van Horne Collection. The last of these is of especial interest because it consists largely of material from the local Niagaran formation of northeastern Illinois and southeastern Wisconsin.

The collections of vertebrate fossils are especially noteworthy for the extensive series of Permian amphibians and reptiles, perhaps the best in the world, including more than forty-five genera, several of which are represented by complete, mounted skeletons. These collections include the original types from the Permian of Illinois and many of the types from the Permian of Texas. The collection of American Triassic vertebrates is unexcelled. From the Niobrara Cretaceous and the Benton Cretaceous there is a valuable series of birds, reptiles, and fishes; and less important collections are from the Lance Beds and White River Oligocene.

THE JULIUS ROSENWALD GEOLOGIC AND GEOGRAPHIC LABORATORIES AND MUSEUM

THOMAS C. CHAMBERLIN	} Directors
ROLLIN D. SALISBURY	

The building for the geologic and geographic laboratories and museum was built in 1914 and was first occupied at the opening of the year 1915. In the design and construction no pains were spared to secure utility and convenience

as well as solidity and strength, together with complete protection against fire. The frame is formed of unusually heavy steel and the walls, stairs, floors, and partitions are wholly of metal, cement, stone, or other incombustible material. All the rooms are amply provided with electric lighting, power, and other conveniences. An automatic elevator provides for handling heavy material as well as the accommodation of passengers. Ventilation and temperature are under automatic electric control by means of a forcing fan in the basement and a suction fan in the elevator tower.

In the basement are laboratories devoted to experimental work in dynamic geology, physiographic modeling, lathe work and section cutting, experiments in ore deposition, solution and other experiments at high temperatures and high pressures, and a room for miscellaneous experiments, with a storage room, a vault, and a dark-room. A seismograph pier, free from the floor of the building, extends to the bedrock, fifty-two feet below the city datum, and work on seismographic instruments is in progress.

On the higher floors are laboratories or special rooms devoted to mineralogical, petrological, geochemical, economic, macroscopic, microscopic, goniometer, photographic, microphotographic, and meteorologic and other work. There are three map laboratories and three conference rooms connected with these. Resources for the storage of working material are a special feature. The meteorological tower, 92 feet in height, is equipped with an anemometer, weather vane, and the other instruments of a meteorological station.

The museum occupies the first floor of the main part of the building and exhibits type collections of minerals, rocks, ores, and economic products, and a synoptic series of fossils arranged in historical order, together with specimens illustrating various geologic phenomena. The selection and installation throughout is made with reference to class work. Geographic and physiographic phenomena are shown by relief maps of the continents and of selected regions and special features.

The museum in Julius Rosenwald Hall is connected by a short corridor with the Walker Museum where the greater collections of the University in vertebrate and invertebrate paleontology and in anthropology are kept and where the work in these branches is carried on.

THE HASKELL ORIENTAL MUSEUM

JAMES HENRY BREASTED, Director

EDGAR JOHNSON GOODSPEED, Assistant Director

The Haskell Oriental Museum is a fireproof stone structure of three stories and basement, erected through the generosity of Mrs. Caroline E. Haskell as a memorial to her husband, Mr. Frederick Haskell.

The collections number over ten thousand objects and their purpose is to exhibit as systematically as possible the early civilizations of the Near Orient, that is, the lands in the eastern Mediterranean region, from which the earliest elements of civilization reached the Aegean, the Greek world, and later Europe. The Far Orient is also represented to some extent. The collections are chiefly the following:

THE EGYPTIAN COLLECTION

The largest in the Museum, embracing nearly ten thousand original monuments, from all the great epochs of Egyptian history. They have come chiefly from the excavations of Petrie, Quibell, and Naville, besides a collection made in the Nile Valley for the University by the Director in 1894-95. Most notable is the series of about two thousand ancient oriental weights collected by the Egypt Exploration Fund and presented to the Museum. There is also a large collection of casts and photographs.

The Museum endeavors to maintain connections with the field, and receives accessions from the excavations of each winter in Egypt. Some accessions have come from

THE ORIENTAL EXPLORATION FUND

An enterprise organized by the University of Chicago in 1903. The Fund dispatched an expedition which conducted excavations in Babylonia at Bismaya (ancient Adab) for two seasons (1903-5). In 1905 the work was transferred to Egypt, where in two seasons (1905-7) an epigraphic survey of Nubia, about 1,000 miles of Nile Valley, was undertaken.

THE BABYLONIAN AND ASSYRIAN COLLECTION

This collection is made up of a series of casts, chiefly from originals in the British Museum; but it includes also a collection of cuneiform tablets and original documents numbering about one thousand from the Babylonian excavations of the Oriental Exploration Fund. Gifts of similar material were contributed by Mr. R. Campbell Thompson and Professor R. F. Harper.

THE BIBLICAL AND PALESTINIAN COLLECTION

This includes the usual reproductions, casts, maps, models, and photographs, illustrating Palestine and other Bible lands. As far as possible, collected and original matter illustrative of oriental life, ancient and modern, is being installed.

THE COMPARATIVE-RELIGION COLLECTION

Comprises chiefly a large loan collection of cultus-implements illustrative of Japanese Shinto and Buddhism, and of Hinduism, made, during a long residence in the East, by Dr. Edmund Buckley. This Shinto collection is both complete and unique. The entire collection numbers about four hundred articles. Six antique Indian paintings from Calcutta illustrating Buddhism were given by Mr. Martin A. Ryerson.

THE YERKES ASTRONOMICAL OBSERVATORY

EDWIN BRANT FROST, Director

The Yerkes Observatory was founded in 1892, through the munificence of the late Charles T. Yerkes, of Chicago. Its principal instrument is a refracting telescope of 40 inches aperture, which is provided with a micrometer, a photometer, an attachment for direct photography of celestial objects, a stellar spectrograph, a solar spectrograph, and a spectroheliograph.

The building is about 330 feet long, with the great dome at the western end. This dome is 90 feet in diameter, allowing ample space for the tube of the great

telescope, which, with its attachments, is nearly 70 feet long. The floor in the dome is 75 feet in diameter, and may be elevated through a range of 23 feet by means of electric motors.

The two smaller domes contain the 12-inch refractor and the 24-inch reflector.

The building contains offices and computing rooms, a library, lecture-room, dark-rooms, chemical laboratory, instrument rooms, etc. In the basement are photographic rooms, a spectroscopic laboratory and large concave grating spectroscope, and machine shops.

The Bruce Photographic Telescope, having two photographic doublets of 10 and 6 inches aperture, with a guiding telescope of 5 inches aperture, occupies a separate building near the Observatory. The Snow Building, 600 feet north of the Observatory, contains a powerful horizontal spectrograph of the auto-collimation type, which is used for solar investigations.

The Observatory is situated one mile from the village of Williams Bay (76 miles from Chicago via C. & N.W. Railway), on Lake Geneva, Wisconsin, in an ideal rural region, free from the dust and smoke of cities, and removed from the tremors of railroad traffic.

OPPORTUNITIES FOR STUDENTS

Teachers of physics and astronomy at other institutions and advanced students specializing in Astronomy and Astrophysics may undertake work at the Observatory in various capacities—as special investigators, volunteer research assistants, University fellows or students—upon satisfying the Director that their qualifications are such as to make their stay at the Observatory mutually helpful. They receive no pay for their services, but are given opportunity to learn of or assist in researches in progress, or to conduct investigations, according to circumstances.

During the Summer Quarter illustrated lectures, by members of the staff, are given on one evening of each week, particularly intended for the visiting students. The astronomical club also meets on Thursday afternoons for the discussion of assigned topics in astronomy and astrophysics.

JOURNAL

The *Astrophysical Journal*, of which the Director of the Yerkes Observatory is the editor, is published each month, except February and August, by the University of Chicago Press.

OBSERVATORY LIBRARY

The library contains sets of most of the astronomical periodicals, charts, star catalogues, annals of observatories, and numerous general works. The total number of bound volumes is about 5,000, and there are an equal number of pamphlets in the files. A fireproof stackroom, capable of containing 12,000 volumes, has recently been equipped. The library also contains a collection of over 500 lantern slides from astronomical negatives made at the Observatory, which are exhibited in an illuminated cabinet.

An illustrated pamphlet of 24 pages, describing the Observatory in detail, may be obtained from the University.

PART VI

THE UNIVERSITY EXTENSION DIVISION

**THE AMERICAN INSTITUTE OF SACRED
LITERATURE**

THE UNIVERSITY EXTENSION DIVISION

THE CORRESPONDENCE-STUDY DEPARTMENT

OFFICERS OF ADMINISTRATION

HARRY PRATT JUDSON, President of the University.
ERNEST DEWITT BURTON, Director of the University Libraries.
GEORGIA LOUISE CHAMBERLIN, Secretary of the Reading and Library Department in the American Institute of Sacred Literature.
HERVEY FOSTER MALLORY, Secretary of the Correspondence-Study Department.

CHAIRMEN OF SECTION COMMITTEES:

ERNEST DEWITT BURTON, Sacred Literature.
JOHN MERLE COULTER, Physical and Biological Sciences.
CHARLES HUBBARD JUDD, Education.
RICHARD GREEN MOULTON, General Literature.
FRANCIS WAYLAND SHEPARDSON, Historical and Social Sciences.

THE FACULTY

ROBERT JOHNSON BONNER, PH.D., Professor of Greek.
JAMES HENRY BREASTED, PH.D., Professor of Egyptology and Oriental History; Director of Haskell Oriental Museum.
ERNEST DEWITT BURTON, D.D., Professor and Head of the Department of New Testament and Early Christian Literature; Director of the University Libraries.
NATHANIEL BUTLER, A.M., D.D., LL.D., Professor of Education; Director of Co-operation with Secondary Schools.
OTIS WILLIAM CALDWELL, PH. D., Professor of Botany; Supervisor of Nature-Study in the School of Education; Dean of University College.
SHIRLEY JACKSON CASE, PH.D., Professor of New Testament Interpretation.
CHARLES JOSEPH CHAMBERLAIN, PH.D., Professor of Botany.
HENRY CHANDLER COWLES, PH.D., Professor of Plant Ecology.
LEONARD EUGENE DICKSON, PH.D., Professor of Mathematics.
EDGAR JOHNSON GOODSPEED, PH.D., Professor of Biblical and Patristic Greek; Assistant Director of Haskell Oriental Museum.
THOMAS ATKINSON JENKINS, PH.D., Professor of French Philology.
LEON CARROLL MARSHALL, A.M., Professor of Political Economy; Dean of the Senior Colleges and Dean of the College of Commerce and Administration.
FRANK JUSTUS MILLER, PH.D., LL.D., Professor of Latin; Dean in the Junior Colleges.

ELIAKIM HASTINGS MOORE, PH.D., LL.D., SC.D., MATH.D., Professor and Head of the Department of Mathematics.

FOREST RAY MOULTON, PH.D., Professor of Astronomy.

RICHARD GREEN MOULTON, PH.D., Professor of Literary Theory and Interpretation and Head of the Department of General Literature.

GEORGE WILLIAM MYERS, PH.D., Professor of the Teaching of Mathematics and Astronomy.

HENRY WASHINGTON PRESCOTT, PH.D., Professor of Classical Philology.

IRA MAURICE PRICE, PH.D., LL.D., Professor of the Semitic Languages and Literatures.

PAUL SHOREY, PH.D., LL.D., LITT.D., Professor and Head of the Department of Greek.

GERALD BIRNEY SMITH, A.M., D.B., Professor of Christian Theology.

THEODORE GERALD SOARES, PH.D., D.D., Professor of Homiletics and Religious Education and Head of the Department of Practical Theology.

JULIUS STIEGLITZ, PH.D., SC.D., Professor of Chemistry; Director of Analytical Chemistry.

MARION TALBOT, A.M., LL.D., Professor of Household Administration; Dean of Women.

JAMES WESTFALL THOMPSON, PH.D., Professor of European History.

JAMES HAYDEN TUFTS, PH.D., LL.D., Professor and Head of the Department of Philosophy.

ERNEST JULIUS WILCEYNSKI, PH.D., Professor of Mathematics.

SAMUEL WENDELL WILLISTON, M.D., PH.D., SC.D., Professor of Paleontology.

FRANCIS ASBURY WOOD, PH.D., L.H.D., Professor of Germanic Philology.

†BENJAMIN ALLEN GREENE, A.B., D.D., Professorial Lecturer on Practical Theology.

ALONZO KETCHAM PARKER, A.B., D.D., Professorial Lecturer on Modern Missions.

GEORGE RICKER BERRY, PH.D., Extension Professor of the Semitic Languages and Literatures.

FRED HARVEY HALL CALHOUN, PH.D., Extension Professor of Geology.

HERBERT FRANCIS EVANS, PH.D., Extension Professor of Religious Education.

GENEVA MISENER, PH.D., Extension Professor of Greek.

ARTHUR CARLTON TROWBRIDGE, PH.D., Extension Professor of Geology.

ZONIA BABER, S.B., Associate Professor of the Teaching of Geography and Geology.

CHARLES READ BASKERVILL, PH.D., Associate Professor of English.

CHARLES HENRY BEESON, PH.D., Associate Professor of Latin.

WILLIAM CROCKER, PH.D., Associate Professor of Plant Physiology.

ELLIOT ROWLAND DOWNING, PH.D., Associate Professor of Natural Science; Assistant Dean in the College of Education.

WILLIAM JESSE GOAD LAND, PH.D., Associate Professor of Botany.

KURT LAVES, PH.D., Associate Professor of Astronomy.

FRANK MITCHELL LEAVITT, Associate Professor of Industrial Education.

† Deceased.

ROLLO L. LYMAN, A.B., Associate Professor of the Teaching of English in the College of Education.

JOHN WILDMAN MONCRIEFF, A.M., D.D., Associate Professor of Church History.

HORATIO HACKETT NEWMAN, Ph.D., Associate Professor of Zoölogy and Embryology; Dean in the College of Science.

EMILY JANE RICE, Ph.B., Associate Professor of the Teaching of History.

JOHN MERLIN POWIS SMITH, Ph.D., Associate Professor of Old Testament Language and Literature.

FREDERICK STARR, Ph.D., Sc.D., Associate Professor of Anthropology; Curator of the Anthropological Section of Walker Museum.

CLYDE WEBER VOTAW, Ph.D., Associate Professor of New Testament Literature.

ERNEST HATCH WILKINS, Ph.D., Associate Professor of Romance Languages.

GEORGE LINNAEUS MARSH, Ph.D., Extension Associate Professor of English.

EDWARD SCRIBNER AMES, Ph.D., Assistant Professor of Philosophy.

JOHN FRANKLIN BOBBITT, Ph.D., Assistant Professor of School Administration.

ALBERT DUDLEY BROKAW, Ph.D., Assistant Professor of Geology.

HARVEY A. CARR, Ph.D., Assistant Professor of Experimental Psychology.

WALTER EUGENE CLARK, Ph.D., Assistant Professor of Sanskrit and Indo-European Comparative Philology.

HENRI CHARLES EDOUARD DAVID, A.M., Assistant Professor of French Literature.

FRANK NUGENT FREEMAN, Ph.D., Assistant Professor of Educational Psychology.

ERRETT GATES, Ph.D., Assistant Professor of Church History.

CHESTER NATHAN GOULD, Ph.D., Assistant Professor of German and Scandinavian Literature.

HANS ERNST GRONOW, Ph.D., Assistant Professor of German.

SAMUEL NORTHRUP HARPER, A.B., Assistant Professor of the Russian Language and Literature.

JAMES ROOT HULBERT, Ph.D., Assistant Professor of English.

MARCUS WILSON JERNEGAN, Ph.D., Assistant Professor of History.

THOMAS ALBERT KNOTT, Ph.D., Assistant Professor of English.

DAVID JUDSON LINGLE, M.D., Ph.D., Assistant Professor of Physiology.

DANIEL DAVID LUCKENBILL, Ph.D., Assistant Professor of Semitics.

WILLIAM DUNCAN MACMILLAN, Ph.D., Assistant Professor of Astronomy.

THEODORE LEE NEFF, A.M., Ph.D., Assistant Professor of French.

ADOLF CHARLES VON NOÉ, Ph.D., Assistant Professor of German Literature.

CURTIS HOWE WALKER, Ph.D., Assistant Professor of History.

MYRON LUCIUS ASHLEY, Ph.D., Extension Assistant Professor of Philosophy.

MABEL BANTA BEESON, A.M., Extension Assistant Professor of Latin.

FRANK MELVILLE BRONSON, A.M., Extension Assistant Professor of Greek.

LAETITIA MOON CONARD, Ph.D., Extension Assistant Professor of Comparative Religion.

HARRIET CRANDALL DAVENPORT, A.M., Extension Assistant Professor of English.

ANA JULE ENKE, Ph.B., Extension Assistant Professor of Spanish.

ARNOLD BENNETT HALL, J.D., Extension Assistant Professor of Political Science.

FRANCES ADA KNOX, A.B., Extension Assistant Professor of History.

ANNIE MARION MACLEAN, PH.D., Extension Assistant Professor of Sociology.
EDWARD JAMES MOORE, A.M., PH.D., Extension Assistant Professor of Physics.
HERMON HARRISON SEVERN, A.B., Extension Assistant Professor of New Testament Literature.

ERNEST LYNN TALBERT, PH.D., Extension Assistant Professor of Psychology.

WILBERT LESTER CARR, A.M., Instructor in Latin in the University High School.

FRANK BARNES CHERINGTON, A.B., Instructor in English in the University High School.

GEORGE DAMON FULLER, PH.D., Instructor in Plant Ecology.

CARL HENRY GRABO, PH.B., Instructor in English.

AGNES KEITH HANNA, Instructor in Home Economics and Household Art.

PAUL GUSTAV HEINEMANN, PH.D., Instructor in Bacteriology.

BERTHA HENDERSON, S.B., Instructor in Geography.

FRANKLIN W. JOHNSON, A.M., Principal of the University High School.

MARY JEAN LANIER, S.B., Instructor in Geography.

SARAH FRANCES PELLETT, A.M., Instructor in Latin in the University High School.

PAUL HERMAN PHILLIPSON, PH.D., Instructor in German.

LEMUEL CHARLES RAIFORD, PH.D., Instructor in Chemistry.

JOSEPHINE CHESTER ROBERTSON, A.B., Head Cataloguer in the Libraries.

HARRY FLETCHER SCOTT, A.M., Instructor in Latin in the University High School.

VICTOR ERNEST SHELFORD, PH.D., Instructor in Zoölogy.

EUGENE AUSTIN STEPHENSON, PH.D., Instructor in Geology.

ROLLA MILTON TRYON, A.M., Instructor in the Method of Teaching History.

MORRIS MILLER WELLS, PH.D., Instructor in Zoölogy.

AMY RACHEL WHITTIER, Instructor in Design.

ELSIE AMY WYGANT, Instructor in Education.

KATHARINE ELIZABETH DOPP, PH.D., Extension Instructor in Education.

EARL BIXBY FERNON, Extension Instructor in Drawing.

JOHN SHARPLESS FOX, PH.D., Extension Instructor in History.

CLIFTON DURANT HOWE, PH.D., Extension Instructor in Botany.

HENRY FREMONT KEEN, Extension Instructor in Accounting.

HENRIETTA BECKER VON KLENZE, PH.D., Extension Instructor in German.

DANIEL PETER MACMILLAN, PH.D., Extension Instructor in Psychology.

ALICE HARVEY PUTNAM, Extension Instructor in Education.

EMMA SCHRADER, PH.M., Extension Instructor in General Literature.

CATHERINE QUARLES BASKERVILL, A.B., Extension Associate in English.

JESSIE E. BLACK, PH.B., Extension Associate in School Library Economics.

RUTH RAYMOND, Extension Associate in Home Economics.

YINCHANG TSENSHAN WANG, A.B., Extension Associate in Chinese.

SOPHIA HENNIION ECKERSON, PH.D., Assistant in Plant Physiology.

KATHARINE GRAHAM, Assistant in English.

LIBBIE HENRIETTA HYMAN, PH.D., Assistant in Zoölogy.

ROY BATCHELDER NELSON, A.B., Assistant in Greek.

LOUISE CLARK, Extension Assistant in Design.

ELDON COBB EVANS, A.M., Extension Assistant in Political Science.

EDWARD ATWOOD HENRY, D.B., Extension Assistant in Old Testament Language and Literature.

JOHN ARTHUR POWELL, Ph.D., Extension Assistant in English.

FRANCES LUCY SWAIN, A.M., Extension Assistant in Household Administration.

GENERAL INFORMATION

Work for non-resident students is offered by the University through the University Extension Division.

The Correspondence-Study Department offers to individual students systematic courses of study in secondary and college subjects under the personal supervision and guidance of University instructors. All non-resident work *for credit* is conducted through this Department. For further information consult the *Announcements* of the Correspondence-Study Department.

1. **Purpose and Constituency.**—Through the Correspondence-Study Department the University offers a large number of the courses given in the classrooms of its different divisions so that those whose formal schooling has been interrupted may continue their studies. The aim is to extend as fast and as far as possible the means and privileges of academic training. One may begin any course for which he is prepared at any time.

2. **Method of Instruction.**—Each correspondence course is designed to be equivalent to the corresponding residence course. A *major* (Mj.) calls for an amount of work which a student in residence would be expected to accomplish in twelve weeks, reciting five hours per week. A *minor* (M.) is half a major. Courses are of two kinds, formal and informal.

a) The "formal" course furnishes a systematic presentation of the subject in a given number of lessons. Each lesson contains: (1) full directions for study, including references to the textbooks by chapter and page; (2) necessary suggestions and assistance; (3) questions to test the student's methods of work as well as his understanding of the ground covered.

b) The "informal" course is designed for students who are pursuing studies of an advanced nature. The formal lesson sheet is dispensed with, but the course is carefully outlined by the instructor, and the student is required to present satisfactory evidence that the work is being properly done.

Courses are "formal" and command credit unless statement is made to the contrary in the *Announcements* of the Department.

3. **Admission.**—No preliminary examination or proof of previous work is required of applicants for correspondence courses, but the University reserves the right to reject applicants, or to recommend other courses than those chosen, if the data furnished on the application blank justify such action. If the correspondence student later comes to the University of Chicago, he must comply with the requirements for admission to residence courses. (See this *Register*, pp. 93-110.)

4. **Recognition for Work.**—(a) A certificate is granted for the satisfactory completion of the recitation work in any major or minor course.

b) Admission credit is given for courses covering college-entrance requirements which are satisfactorily completed and passed by examination.

c) College credit is given for courses of a college grade satisfactorily completed and passed by examination.

5. Regulations.—(a) The University of Chicago grants no degree for work done wholly in absence.

b) Correspondence courses are applicable to the requirements for the different degrees as follows: (1) The candidate for a Bachelor's degree may do eighteen of the required thirty-six majors of college work by correspondence; (2) The candidate for the medical, the law, or the Master's degree may not reduce the requirements for his degree *in absentia*, for no instruction in medicine or in law is given by correspondence and the maximum resident time and study requirement for the Master's degree does not exceed the minimum requirement (nine months and nine majors) for any degree; (3) The candidate for the Doctor's degree may substitute correspondence for residence work *only* on approval, in advance, of the head of the department in which his work lies. Three years of resident graduate study are expected for this degree. Very few non-resident students command the necessary library or laboratory facilities for graduate study.

6. Scholarships.—Scholarships yielding tuition in residence are awarded to those who satisfactorily complete and pass a given number of correspondence courses.

COURSES OF INSTRUCTION

I. PHILOSOPHY

1. Logic. Mj. ASSISTANT PROFESSOR ASHLEY.
2. Ethics. Mj. ASSISTANT PROFESSOR ASHLEY.
3. Introduction to Philosophy. Mj. ASSISTANT PROFESSOR TALBERT.
4. Greek and Mediaeval Philosophy. Mj. PROFESSOR TUFTS.
5. Modern Philosophy. Mj. PROFESSOR TUFTS.
6. Introduction to Kant. Mj. PROFESSOR TUFTS.
7. Movements of Thought in the Nineteenth Century. Mj. PROFESSOR TUFTS.
8. Contemporary Philosophy. Mj. ASSISTANT PROFESSOR TALBERT.
9. Evolution and Modern Thought. Mj. ASSISTANT PROFESSOR TALBERT.
10. Hindu Philosophy. Mj. ASSISTANT PROFESSOR CLARK.
11. Aesthetics. Mj. ASSISTANT PROFESSOR TALBERT.

IA. PSYCHOLOGY

1. Elementary Psychology. Mj. ASSISTANT PROFESSOR CARR.
2. Advanced Psychology. Mj. DR. MACMILLAN.
3. Psychology of Thinking. Mj. ASSISTANT PROFESSOR ASHLEY.
4. Social Psychology. Mj. ASSISTANT PROFESSOR TALBERT.
5. Social Groups. Mj. ASSISTANT PROFESSOR TALBERT.
6. Psychology of Religion. Mj. ASSISTANT PROFESSORS AMES AND TALBERT.

I. B. EDUCATION

1. The History of Education. Mj. DR. DOPP.
2. A Comparative Study of the School Systems of Germany, England, and the United States. Mj. PROFESSOR BUTLER.
3. High-School Administration. Mj. MR. JOHNSON.
4. Problems in Secondary Education. Mj. PROFESSOR BUTLER.
5. The Evolution of Industries and Their Place in Education. Mj. DR. DOPP.
6. Industrial Education in Public Schools. Mj. ASSOCIATE PROFESSOR LEAVITT.
7. Primitive Arts as Educational Means. Mj. DR. DOPP.
8. Educational Psychology. Mj. ASSISTANT PROFESSORS FREEMAN AND ASHLEY.
9. An Introduction to Child-Study. Mj. DR. MACMILLAN.
10. Classifications and Care of Children. Mj. DR. MACMILLAN.
11. Introduction to Education. Mj. ASSISTANT PROFESSOR FREEMAN.
12. An Introduction to the Theory and Practice of the Kindergarten. Mj. MRS. PUTNAM.
13. Curriculum for the Primary Grades. Mj. MISS WYGANT.
14. Principles of Method for Elementary-School Teachers. Mj. DR. DOPP.
15. Principles of Method for High-School Teachers. Mj. DR. DOPP.
16. The Training of Children. Mj. MRS. PUTNAM.

II. POLITICAL ECONOMY

1. Principles of Political Economy. (A) *Consumption, Production, and Exchange*. Mj. (B) *Distribution and Practical Problems*. Mj. PROFESSOR MARSHALL AND ASSISTANT.

ACCOUNTING

2. Bookkeeping. Mj. MR. KEEN.
3. Wholesale Partnership Accounting. Mj. MR. KEEN.
4. Corporation Accounting. Mj. MR. KEEN.
5. Cost Accounting. Mj. MR. KEEN.
6. Bank Accounting. Mj. MR. KEEN.

III. POLITICAL SCIENCE

1. Civil Government. Mj. MR. EVANS.
2. Elements of Business Law. Mj. ASSISTANT PROFESSOR HALL.
3. Elements of International Law. Mj. ASSISTANT PROFESSOR HALL.
4. Constitutional Law in the United States. Mj. ASSISTANT PROFESSOR HALL.

IV. HISTORY

ACADEMY

1. Outline History of Antiquity to 376 A.D. (A) *Oriental and Greek History to 146 B.C.* Mj. (B) *Roman History to 376 A.D.* Mj. ASSISTANT PROFESSOR KNOX.

2. Outline History of Europe (376-1900). (A) *Decline of the Roman Empire to the Renaissance* (376-1500). Mj. (B) *The Reformation to the Present* (1500-1900). Mj. ASSISTANT PROFESSOR KNOX.

3. Outline History of England. (A) *English History to 1603*. Mj. (B) *English History from 1604 to the Present*. Mj. DR. FOX.

4. Outline History of the United States. (A) *American History to the Formation of the Constitution* (1492-1788). Mj. (B) *The Nation Under the Constitution* (1789-1914). Mj. DR. FOX.

COLLEGE

5. History of Antiquity to the Fall of the Persian Empire. Mj. ASSISTANT PROFESSOR KNOX.

6. History of Greece to the Death of Alexander. Mj. ASSISTANT PROFESSOR KNOX.

7. History of Rome to the Antonines. Mj. ASSISTANT PROFESSOR KNOX.

8. European History; The Mediaeval Period (376-1300). Mj. ASSISTANT PROFESSOR KNOX.

9. European History: The Later Mediaeval and Early Modern Period (1300-1715). Mj. DR. FOX.

10. European History: The Later Modern Period (1715-1900). Mj. DR. FOX.

11. Europe during the Renaissance (1250-1500). Mj. DR. FOX.

12. Europe during the Reformation (1517-1648). Mj. DR. FOX.

13. The French Revolution and the Era of Napoleon. Mj. PROFESSOR THOMPSON AND DR. FOX.

14. The Church and the Roman Empire (Beginning to 565). Mj. ASSISTANT PROFESSOR WALKER.

15. The Church and the Barbarians (590-1100). Mj. ASSISTANT PROFESSOR WALKER.

16. History of England to the Accession of the Tudors. Mj. DR. FOX.

17. England from Henry VII to Edward VII (1485-1900). Mj. DR. FOX.

AMERICAN HISTORY

18. Colonial Period (1607-1783). (A) *Colonization and Colonial Institutions* (1607-1763). M. (B) *The American Revolution* (1763-1783). M. ASSISTANT PROFESSOR JERNEGAN.

19. The Formation and Growth of the Nation (1783-1829). (A) *Confederation and the Constitution* (1783-1789). M. (B) *Foreign Politics and National Expansion* (1789-1829). M. Assistant Professor Jernegan.

20. Sectional Conflict and National Development (1829-1914). (A) *Democracy, Expansion, and Conflict* (1829-1865). M. (B) *National Consolidation and Expansion* (1865-1914). M. DR. FOX.

21. Economic History of the United States. Mj. DR. FOX.

SCHOOL OF EDUCATION

22. History for Primary Grades. Mj. ASSOCIATE PROFESSOR RICE.

23. Teachers' Course in American History. Mj. ASSOCIATE PROFESSOR RICE.

VI. SOCIOLOGY AND ANTHROPOLOGY

SOCIOLOGY

1. Introduction to Sociology. Mj. ASSISTANT PROFESSOR MACLEAN.

2. Introduction to the Study of Society. Mj. ASSISTANT PROFESSOR MACLEAN.

3. Elements of Industrial History. Mj. ASSISTANT PROFESSOR MACLEAN.
4. Social Debtor Classes. Mj. ASSISTANT PROFESSOR MACLEAN.
5. Modern Immigration. Mj. ASSISTANT PROFESSOR MACLEAN.
6. Rural Life. Mj. ASSISTANT PROFESSOR MACLEAN.
7. Problems of Industry. Mj. ASSISTANT PROFESSOR MACLEAN.

ANTHROPOLOGY

8. General Anthropology. Mj. ASSOCIATE PROFESSOR STARR.

VIA. HOUSEHOLD ADMINISTRATION

1. House Sanitation. Mj. PROFESSOR TALBOT.
2. Foods and Dietaries. Mj. PROFESSOR TALBOT.
3. Administration of the House. Mj. PROFESSOR TALBOT.

SCHOOL OF EDUCATION

4. Design, Decoration, and Furnishing of the House. Mj. MISS RAYMOND.
5. The Theory of Teaching of Home Economics. (A and B) Mj. MISS HANNA.

VII. COMPARATIVE RELIGION

For courses see p. 186.

VIII. THE ORIENTAL LANGUAGES AND LITERATURES

For courses see p. 187.

X. SANSKRIT AND INDO-EUROPEAN COMPARATIVE PHILOLOGY

1. Elementary Sanskrit. Mj. ASSISTANT PROFESSOR CLARK.
2. The Bhagavad Gītā. Mj. ASSISTANT PROFESSOR CLARK.
3. History of Sanskrit Literature. Mj. ASSISTANT PROFESSOR CLARK.
4. History of India. Mj. ASSISTANT PROFESSOR CLARK.

XI. THE GREEK LANGUAGE AND LITERATURE

ACADEMY

- A1. Elementary Greek (A and B). DMj. ASSISTANT PROFESSOR BRONSON.
- A2. Xenophon: "Anabasis." (A) *Books i. 4-ii. 4.* Mj. (B) *Books ii. 5-iv.* Mj. ASSISTANT PROFESSOR BRONSON.
- A3. Homer: "Iliad." (A) *Books i-iii.* Mj. (B) *Books vi-xxii (passim).* Mj. MR. NELSON.

COLLEGE

1. Elementary Greek. Mj. MR. NELSON.
2. Xenophon: "Anabasis." Mj. MR. NELSON.
3. Xenophon: "Anabasis" (Advanced). Mj. MR. NELSON.
4. Homer: "Iliad." Mj. MR. NELSON.
5. Plato: "Apology" and "Crito." Mj. MR. NELSON.
6. Homer: "Odyssey" (*Books v-xii*). Mj. MR. NELSON.
7. Herodotus: "Historiae" (*Books vii and viii*). Mj. MR. NELSON.
8. Advanced Prose Composition. Mj. PROFESSOR BONNER.
9. Demosthenes: "Philippics" and Lysias. Mj. MR. NELSON.

10. Demosthenes: "De Corona." Mj. MR. NELSON.
11. Introduction to Greek Tragedy. Mj. MR. NELSON.
12. Aristophanes. Mj. PROFESSOR PRESCOTT.

XII. THE LATIN LANGUAGE AND LITERATURE

ACADEMY

1. Elementary Latin (A and B). DMj. MISS PELLETT.
2. Caesar: "De Bello Gallico." (A) *Book ii.* Mj. (B) *Books iii-iv.* Mj. (C) *Book i. 30-54.* M. MISS PELLETT.
3. Viri Romae. M. MISS PELLETT.
4. Nepos. M. MISS PELLETT.
5. Cicero: "Orationes." (A) *In Catilinam i-iv.* Mj. (B) *Pro lege Manilia and Pro Archia.* Mj. MISS PELLETT.
6. Virgil: "Aeneid." (A) *Books i-ii.* Mj. (B) *Books iii-vi.* Mj. MISS PELLETT.
7. Selections from Roman Writers. Mj. MISS PELLETT.
8. Prose Composition Based on Caesar. M. MISS PELLETT.
9. Prose Composition Based on Cicero. M. MISS PELLETT.

COLLEGE

10. Cicero: "De Senectute." M. MISS PELLETT.
11. Terence: "Phormio." M. ASSISTANT PROFESSOR BEESON.
12. Livy. Mj. ASSISTANT PROFESSOR BEESON.
13. Horace: "Odes" (*Books i-iii*). Mj. PROFESSOR MILLER.
14. The Latin Subjunctive. Mj. MISS PELLETT.
15. Advanced Prose Composition. Mj. ASSISTANT PROFESSOR BEESON.
16. Cicero: "De Amicitia." M. ASSISTANT PROFESSOR BEESON.
17. Plautus: (A) "Captivi." M. (B) "Trinummus." M. ASSISTANT PROFESSOR BEESON.
18. Tacitus: "Agricola" and "Germania." Mj. ASSOCIATE PROFESSOR BEESON.
19. Cicero: "Epistulae." Mj. ASSISTANT PROFESSOR BEESON.
20. Ovid (Informal). Mj. PROFESSOR MILLER.
21. Seneca: "The Tragedies" (Informal). Mj. PROFESSOR MILLER.
22. Horace: "Satires" and "Epistles" (Informal). Mj. PROFESSOR MILLER.
23. Horace and Persius: "Satires" (Informal). Mj. PROFESSOR MILLER.
24. Juvenal. Mj. ASSOCIATE PROFESSOR BEESON.
25. Topical Studies in the Works of Virgil (Informal). Mj. PROFESSOR MILLER.
26. Roman Conception of the Immortality of the Soul (Informal). Mj. PROFESSOR MILLER.
27. Training Course for Teachers (Informal). Mj. PROFESSOR MILLER.

XIII. ROMANCE LANGUAGES AND LITERATURES

1. Elementary French (A and B). DMj. ASSISTANT PROFESSOR NEFF.
2. Intermediate French. Mj. ASSISTANT PROFESSOR NEFF.
3. Advanced French. Mj. ASSISTANT PROFESSOR DAVID.
4. French Reading. (A) *Modern Novels.* Mj. (B) *Modern Dramas.* Mj. ASSISTANT PROFESSOR DAVID.

5. Advanced French Reading. (A) *Modern Dramas and Lyrics*. Mj. (B) *Modern Novels and Lyrics*. Mj. ASSISTANT PROFESSOR DAVID.

6. Cours de Style. Mj. ASSISTANT PROFESSOR DAVID.

7. Introduction to the Study of French Literature. Mj. ASSISTANT PROFESSOR DAVID.

8. Molière and the French Comedy in the Seventeenth and Eighteenth Centuries. (A) *Molière and His Contemporaries (17th c.)*. Mj. (B) *Molière's Successors (18th c.)*. Mj. ASSISTANT PROFESSOR DAVID.

9. Molière. Mj. ASSISTANT PROFESSOR DAVID.

10. Old French (Elementary course). Mj. PROFESSOR JENKINS.

11. Elementary Italian. Mj. ASSOCIATE PROFESSOR WILKINS.

12. Intermediate Italian. Mj. ASSOCIATE PROFESSOR WILKINS.

13. Elementary Spanish. Mj. ASSISTANT PROFESSOR ENKE.

14. Intermediate Spanish. Mj. ASSISTANT PROFESSOR ENKE.

15. Spanish Prose Composition. Mj. ASSISTANT PROFESSOR ENKE.

16. Modern Spanish Novels and Dramas. Mj. ASSISTANT PROFESSOR ENKE.

17. "Don Quixote." Mj. ASSISTANT PROFESSOR ENKE.

XIV. GERMANIC LANGUAGES AND LITERATURES

1. Elementary German (A and B). DMj. ASSISTANT PROFESSOR VON NOÉ.

2. Review of First-Year German. ASSISTANT PROFESSOR GRONOW.

3. Intermediate German. Mj. ASSISTANT PROFESSOR GRONOW.

4. Elementary Prose Composition. Mj. ASSISTANT PROFESSOR GRONOW.

5. German Idioms and Synonyms. Mj. ASSISTANT PROFESSOR GRONOW.

6. Modern German Dramas. Mj. DR. PHILLIPSON.

7. Scientific German. Mj. ASSISTANT PROFESSOR VON NOÉ.

8. Deutsche Aufsätze und Stilübungen. Mj. ASSISTANT PROFESSOR VON NOÉ.

9. Introduction to the Study of German Literature. (A) *Earliest Times through Lessing*. Mj. (B) *Nineteenth Century*. Mj. DR. PHILLIPSON.

10. The German Short Story. Mj. DR. VON KLENZE.

11. Heine's Prose and Poetry. Mj. DR. PHILLIPSON.

12. Goethe's Lyric Poetry as an Exponent of His Life. Mj. DR. VON KLENZE.

13. Friedrich Hebbel: A Study of Modern German Drama. Mj. DR. VON KLENZE.

14. Deutscher Satzbau und Stil. Mj. ASSISTANT PROFESSOR VON NOÉ.

15. The Modern German Essay. Mj. ASSISTANT PROFESSOR VON NOÉ.

16. Outline History of German Literature. (A) *Earliest Times to Eighteenth Century*. Mj. (B) *Eighteenth and Nineteenth Centuries*. Mj. DR. VON KLENZE.

17. German Literature in Its Earlier and Later Relations to England. Mj. ASSISTANT PROFESSOR VON NOÉ.

18. German Literature in Its Earlier and Later Relations to France. Mj. ASSISTANT PROFESSOR VON NOÉ.

19. Contemporary German Literature. Mj. or DMj. ASSISTANT PROFESSOR VON NOÉ.

20. Gothic. Mj. PROFESSOR WOOD.

21. Old High German. Mj. PROFESSOR WOOD.

22. Old Saxon. Mj. PROFESSOR WOOD.

23. Old Norse-Icelandic Prose. Mj. ASSISTANT PROFESSOR GOULD.

SCHOOL OF EDUCATION

24. The Teaching of German in Secondary Schools. Mj. ASSISTANT PROFESSOR GRONOW.

XV. THE ENGLISH LANGUAGE AND LITERATURE

ELEMENTARY

1. English Grammar. Mj. ASSOCIATE PROFESSOR MARSH.

ACADEMY

2. Preparatory English Composition. (A) *First- and Second-Year High-School Composition*. Mj. (B) *Third- and Fourth-Year High-School Composition*. Mj. ASSOCIATE PROFESSOR MARSH AND MR. CHERINGTON.

3. Preparatory English Literature. (A) *First- and Second-Year High-School Literature*. Mj. (B) *Third- and Fourth-Year High-School Literature*. Mj. ASSOCIATE PROFESSOR MARSH AND MR. CHERINGTON.

COLLEGE

4. English, I. Mj. ASSOCIATE PROFESSOR MARSH.

5. English, III. Mj. ASSISTANT PROFESSOR HULBERT.

6. English, IV. (A) *Exposition and Argument*. Mj. ASSOCIATE PROFESSOR LYMAN. (B, 1 and 2) *Story Writing*. DMj. MR. GRABO. (C) *Journalistic Writing*. Mj. MR. GRABO.

7. English, V. *Magazine Writing*. Mj. MR. GRABO.

8. English, VI. *Advanced Composition*. Mj. MR. GRABO.

9. Versification. M. ASSISTANT PROFESSOR HULBERT.

10. Proofreading. M. DR. POWELL.

11. Copy-Editing. M. DR. POWELL.

12. The Forms of Public Address. Mj. ASSOCIATE PROFESSOR LYMAN.

13. The Development of English Literature. Mj. ASSOCIATE PROFESSOR MARSH.

14. An Introduction to American Literature. Mj. ASSISTANT PROFESSOR DAVENPORT.

15. An Introduction to the Study of Shakspeare. Mj. ASSOCIATE PROFESSOR BASKERVILL AND MRS. BASKERVILL.

16. English Literature by Periods. (A) *English Literature from 1557 to 1642*. Mj. (B) *English Literature from 1642 to 1744*. Mj. (C) *English Literature from 1744 to 1798*. Mj. (D) *English Literature from 1798 to 1832*. Mj. (E) *English Literature from 1832 to 1892*. Mj. ASSOCIATE PROFESSOR MARSH.

17. The History of the English Language. Mj. ASSISTANT PROFESSOR HULBERT.

18. The Growth of the English Novel. (A) *From Sir Thomas Malory to Oliver Goldsmith*. Mj. (B) *From Mrs. Radcliffe and Godwin to Stevenson and Kipling*. Mj. MRS. GRAHAM.

19. The Drama in England from 1500 to 1600. Mj. ASSOCIATE PROFESSOR BASKERVILL AND MRS. BASKERVILL.

20. The Drama in England from 1600 to 1642. Mj. ASSOCIATE PROFESSOR BASKERVILL AND MRS. BASKERVILL.

21. The Plays of Shakspeare. (A) *The Plays from 1591 to 1599*. Mj. (B) *The Plays from 1599 to 1611*. Mj. ASSOCIATE PROFESSOR BASKERVILL AND MRS. BASKERVILL.

22. The Life and Works of Spenser. Mj. ASSISTANT PROFESSOR KNOTT.

23. The Life and Works of Wordsworth. M. ASSISTANT PROFESSOR KNOTT.

24. *The Works of Robert Browning.* (A) *Studies in the Early Poems.* M. (B) *"The Ring and the Book" and Dramas.* M. ASSISTANT PROFESSOR DAVENPORT.

25. *Studies in the Poetry of Tennyson.* M. ASSISTANT PROFESSOR DAVENPORT.

26. *Representative English Essayists of the Nineteenth Century.* Mj. MRS. GRAHAM.

27. *The Makers of American Literature.* Mj. MRS. GRAHAM.

28. *The Short Story in English and American Literature.* Mj. ASSOCIATE PROFESSOR MARSH.

29. *Modern Realistic Fiction.* Mj. ASSISTANT PROFESSOR DAVENPORT.

30. *Types of Mediaeval Literature: A Literary and Sociological Study.* Mj. ASSISTANT PROFESSOR DAVENPORT.

31. *Contemporary Literature and Current Problems.* Mj. MRS. GRAHAM.

32. *The Irish Literary Revival.* M. ASSISTANT PROFESSOR DAVENPORT.

33. *The Principles of Literary Criticism.* Mj. ASSISTANT PROFESSOR DAVENPORT.

34. *Elementary Old English.* Mj. ASSOCIATE PROFESSOR MARSH.

35. *Advanced Old English: "Beowulf" (Informal).* Mj. ASSOCIATE PROFESSOR MARSH.

36. *Introduction to Chaucer.* Mj. ASSOCIATE PROFESSOR MARSH.

SCHOOL OF EDUCATION

37. *English Grammar for Teachers.* Mj. ASSOCIATE PROFESSOR MARSH.

38. *The Teaching of English Composition in Secondary Schools.* Mj. ASSOCIATE PROFESSOR LYMAN.

39. *The Teaching of English Literature in Secondary Schools.* Mj. ASSOCIATE PROFESSOR LYMAN.

40. *The Teaching of Oral English in Secondary Schools.* (A) *Oral English.* M. (B) *High-School Problems.* M. ASSOCIATE PROFESSOR LYMAN.

41. *Commercial Correspondence.* Mj. ASSOCIATE PROFESSOR LYMAN.

XVI. GENERAL LITERATURE

1. *Masterpieces in World Literature.* Mj. PROFESSOR MOULTON AND MISS SCHRADER.

2. *The Literary Study of the (English) Bible.* Mj. PROFESSOR MOULTON AND MISS SCHRADER.

3. *Dante and Milton.* Mj. MISS SCHRADER.

4. *Studies in Modern Drama.* Mj. ASSISTANT PROFESSOR DAVENPORT.

5. *Homer and Ancient Tragedy for English Readers.* Mj. PROFESSOR MOULTON AND MISS SCHRADER.

6. *German Literature (in English).* Mj. DR. PHILLIPSON.

XVII. MATHEMATICS

ELEMENTARY

1. *Complete Arithmetic.* Mj. ASSOCIATE PROFESSOR LAYES.

ACADEMY

2. *Elementary Algebra.* (A) *Through Factoring.* M. (B) *To Quadratics.* Mj. (C) *Through Quadratics.* Mj. ASSOCIATE PROFESSOR LAYES.

3. *Plane Geometry.* (A) *Books I-II.* Mj. (B) *Books III-IV.* Mj. ASSOCIATE PROFESSOR LAYES.

4. Review of Elementary Mathematics. (A) *Algebra through Quadratics*.
Mj. (B) *Plane Geometry*. Mj. ASSOCIATE PROFESSOR LAVES.
1C. Descriptive Geometry. 4Mj. MR. FERSON.

COLLEGE

5. Solid Geometry. Mj. ASSOCIATE PROFESSOR LAVES.
6. Plane Trigonometry. Mj. PROFESSOR WILCZYNSKI.
7. Spherical Trigonometry with Applications to Geodesy and Astronomy.
Mj. ASSOCIATE PROFESSOR LAVES.
8. College Algebra. Mj. PROFESSOR WILCZYNSKI.
9. Plane Analytic Geometry. Mj. PROFESSOR WILCZYNSKI.
10. Solid Analytic Geometry (Informal). Mj. PROFESSOR WILCZYNSKI.
11. Calculus with Applications (A, B, and C). 3Mj. PROFESSOR WILCZYNSKI.
12. Analytical Mechanics (A and B). DMj. ASSOCIATE PROFESSOR LAVES.
13. Theory of Equations (Informal). Mj. or DMj. PROFESSOR WILCZYNSKI.
14. Differential Equations (Informal). Mj. or DMj. PROFESSOR WILCZYNSKI.
15. Introduction to Analysis (Informal). DMj. PROFESSOR MOORE.

GRADUATE

16. Advanced Mechanics (A, B, and C). 3Mj. ASSOCIATE PROFESSOR LAVES.
17. Advanced Analytic Geometry (Informal). Mj. or DMj. PROFESSOR WILCZYNSKI.
18. Projective Geometry (Informal). DMj. PROFESSOR MOORE.
19. Theory of Functions of a Real Variable (Informal). DMj. PROFESSOR MOORE.
20. Theory of Functions of a Complex Variable (Informal). DMj. PROFESSOR MOORE.
21. Algebraic Invariants. Mj. PROFESSOR DICKSON.
22. Substitution Groups and Galois' Theory of Algebraic Equations. Mj. PROFESSOR DICKSON.
23. Linear Associative Algebra. Mj. PROFESSOR DICKSON.
24. Invariantive Theory of Numbers. Mj. or DMj. PROFESSOR DICKSON.
25. General Analysis (Informal). Mj. or DMj. PROFESSOR MOORE.

SCHOOL OF EDUCATION

26. Theory of the Teaching of Elementary-School Mathematics. Mj. PROFESSOR MYERS.
27. The Psychology of Number. Mj. PROFESSOR MYERS.
28. Teachers' Course in the First Two Years of Secondary Mathematics. DMj. PROFESSOR MYERS.
29. The Teaching of Secondary Mathematics. Mj. or DMj. PROFESSOR MYERS.
30. The Teaching of College Algebra, Trigonometry, and Analytics. Mj. PROFESSOR MYERS.
31. History of the Science of Mathematics. Mj. PROFESSOR MYERS.

XVIII. ASTRONOMY

1. Descriptive Astronomy (Informal). Mj. PROFESSOR MOULTON AND ASSISTANT PROFESSOR MACMILLAN.
2. The History of Astronomy. Mj. PROFESSOR MYERS.
3. Celestial Mechanics (Informal). DMj. PROFESSOR MOULTON AND ASSISTANT PROFESSOR MACMILLAN.

XIX. PHYSICS

1. Elementary Physics. (A) *Mechanics, Molecular Physics, and Heat.* Mj. (B) *Electricity, Magnetism, Sound, and Light.* Mj. ASSISTANT PROFESSOR MOORE.

XX. CHEMISTRY

1. General Inorganic Chemistry (A and B). DMj. DR. RALFORD.
2. Qualitative Analysis (A, B, and C). 3Mj. PROFESSOR STIEGLITZ.

XXI. GEOLOGY**ACADEMY**

1. Physical Geography. Mj. DR. STEPHENSON.

COLLEGE

2. Physiography. Mj. PROFESSOR CALHOUN.
3. General Geology. Mj. DR. STEPHENSON.
4. Interpretation of Topographic and Geologic Maps. M. PROFESSOR TROWBRIDGE.
5. Elementary Mineralogy. Mj. ASSISTANT PROFESSOR BROKAW.
6. Economic Geology. Mj. DR. STEPHENSON.

XXI A. GEOGRAPHY

1. The Elements of Geography. Mj. MISS LANIER.
2. Influence of Geography on American History. Mj. MISS LANIER.

SCHOOL OF EDUCATION

3. The Teaching of Geography in the Primary Grades. Mj. ASSOCIATE PROFESSOR BABER AND MISS HENDERSON.
4. The Teaching of Geography in the Grammar Grades. Mj. ASSOCIATE PROFESSOR BABER AND MISS HENDERSON.

XXII. ZOÖLOGY

1. Introductory Zoölogy. Mj. ASSOCIATE PROFESSOR NEWMAN.
2. Evolution and Heredity. Mj. ASSOCIATE PROFESSOR NEWMAN.
3. Genetics and Eugenics. Mj. ASSOCIATE PROFESSOR NEWMAN.
4. General Morphology and Natural History of the Invertebrates. (A) *Protozoa, Porifera, Coelenterata, Platyhelminthes, Nematelminthes, and Echinodermata.* Mj. (B) *Mollusca, Annulata, and Arthropoda.* Mj. DR. HYMAN.
5. Vertebrate Zoölogy. Mj. DR. HYMAN.
6. Vertebrate Embryology. Mj. DR. HYMAN.
7. Elementary Animal Ecology. Mj. DR. WELLS.
8. Economic Zoölogy. Mj. DR. WELLS.
9. Advanced Animal Ecology (Informal). Mj. DR. WELLS.

XXIV. PHYSIOLOGY

1. Introductory Physiology (A, B, and C). 3Mj. ASSISTANT PROFESSOR LINGLE.

XXVII. BOTANY

1. General Morphology of the Algae and Fungi. Mj. PROFESSOR CHAMBERLAIN.
2. General Morphology of the Bryophytes and Pteridophytes. Mj. PROFESSOR CHAMBERLAIN.

3. General Morphology of the Gymnosperms and Angiosperms. Mj. PROFESSOR CHAMBERLAIN.

4. Elementary Plant Physiology. Mj. ASSOCIATE PROFESSOR CROCKER.

5. Elementary Plant Ecology. Mj. DR. FULLER.

6. The Scientific Basis of Agriculture. Mj. ASSOCIATE PROFESSOR CROCKER AND DR. ECKERSON.

7. Elementary Forestry. Mj. DR. HOWE.

8. Ecological Plant Anatomy. Mj. DR. FULLER.

9. Field Ecology (Informal). Mj. PROFESSOR COWLES OR DR. FULLER.

10. Elementary Plant Anatomy. Mj. ASSOCIATE PROFESSOR LAND.

11. Methods in Plant Histology. Mj. ASSOCIATE PROFESSOR LAND.

SCHOOL OF EDUCATION

12. Teachers' Course in Botany. Mj. PROFESSOR CALDWELL.

XXVIII A. HYGIENE AND BACTERIOLOGY

ACADEMY

1. General Bacteriology and the Relation of Bacteria Yeasts and Molds to the Household, Dairy, Industries, and Agriculture. Mj. DR. HEINEMANN.

COLLEGE

2. Bacteriological Methods. Mj. DR. HEINEMANN.

3. Hygiene. Mj. DR. HEINEMANN.

4. Advanced Bacteriology. (A) *Yeasts, Molds, and Acetic Acid Bacteria*. Mj. (B) *Water and Milk Analysis*. Mj. (C) *Soil*. Mj. DR. HEINEMANN.

CXXII. NATURAL SCIENCE

SCHOOL OF EDUCATION

1. Elementary Natural Science. Mj. ASSOCIATE PROFESSOR DOWNING.

2. Regional Studies. Mj. ASSOCIATE PROFESSOR DOWNING.

3. School Gardening and Elementary Agriculture. Mj.

CLL. SCHOOL LIBRARY ECONOMICS

1. Literature for Children. Mj. MISS BLACK.

LIBRARY SCIENCE

1. Technical Methods of Library Science. Mj. MISS ROBERTSON.

CLV. AESTHETIC AND INDUSTRIAL EDUCATION

1. Elementary Drawing and Painting. Mj. MISS WHITTIER.

2. Elementary Design. Mj. MISS WHITTIER.

3. Illustration. Mj. MISS WHITTIER AND MISS CLARK.

4. Structural Design. Mj. MISS WHITTIER AND MISS CLARK.

5. Costume Design. Mj. MISS WHITTIER AND MISS CLARK.

6. Household Design. Mj. MISS WHITTIER AND MISS CLARK.

DRAWING

ACADEMY

1. Freehand Drawing. Mj. MR. FERSON.

A. Mechanical Drawing. (1) *Projective Geometry*. Mj. (2) *Constructive Drawing*. Mj. (3) *Machine Details*. Mj. (4) *Gear Construction*. Mj. (5) *Shop Drawing*. Mj. MR. FERSON.

B. Architectural Drawing. (1) *Freehand Drawing*. Mj. (2) *Projective Geometry*. Mj. (3) *Constructive Drawing*. Mj. (4) *Architectural Details*. Mj. (5) *Architectural Design*. Mj. (6) *Pictorial Architecture*. Mj. MR. FERSON.

C. Descriptive Geometry. (1) *Projective Geometry*. Mj. (2) *Constructive Drawing*. Mj. (3) *Theoretical Graphics*. Mj. (4) *Practical Graphics*. Mj. MR. FERSON.

VII. COMPARATIVE RELIGION

1. Introduction to the History of Religion. Mj. ASSISTANT PROFESSOR CONARD.

2. The Religion of Uncivilized Peoples. Mj. ASSISTANT PROFESSOR CONARD.

3. The Evolution of the Idea of God. Mj. ASSISTANT PROFESSOR CONARD.

4. The History of Prayer. Mj. ASSISTANT PROFESSOR CONARD.

5. The Religions of India. Mj. ASSISTANT PROFESSOR CLARK.

XLI. OLD TESTAMENT LITERATURE AND INTERPRETATION

AND

VIII. ORIENTAL LANGUAGES AND LITERATURES

1. An Introduction to the Old Testament. Mj. PROFESSOR PRICE.

2. Outline of Hebrew History. Mj. MR. HENRY.

3. Old Testament Prophecy. Mj. MR. HENRY.

4. Old Testament Worship. Mj. MR. HENRY.

5. Elementary Hebrew. Mj. MR. HENRY.

6. Intermediate Hebrew. Mj. MR. HENRY.

7. Exodus and Hebrew Grammar. Mj. MR. HENRY.

8. Haggai, Zechariah, and Malachi. M. MR. HENRY.

9. Elementary Arabic. Mj. ASSISTANT PROFESSOR LUCKENBILL.

10. Advanced Arabic. (A) *Selected Suras of the Koran*. Mj. (B) *Historical Prose*. Mj. (C) *Arabic Fables*. Mj. ASSISTANT PROFESSOR LUCKENBILL.

11. Elementary Assyrian. M. PROFESSOR BERRY.

12. Intermediate Assyrian. M. PROFESSOR BERRY.

13. Elementary Egyptian. Mj. PROFESSOR BREASTED.

14. Elementary Russian. (A and B). DMj. ASSISTANT PROFESSOR HARPER.

XLII. NEW TESTAMENT AND EARLY CHRISTIAN LITERATURE

1. Jewish History in the Time of Jesus. Mj. ASSOCIATE PROFESSOR VOTAW.

2. Life of Jesus. Mj. ASSOCIATE PROFESSOR VOTAW.

3. The Teaching of Jesus. Mj. ASSOCIATE PROFESSOR VOTAW.

4. History of the Apostolic Age. Mj. PROFESSOR CASE.

5. Introduction to the Books of the New Testament. (A) *Life of the Apostle Paul, and Introduction to the Pauline Epistles.* Mj. (B) *Introduction to the Gospels, Acts, and General Epistles.* Mj. PROFESSOR BURTON AND ASSISTANT PROFESSOR SEVERN.

6. The Ethical Teaching of the New Testament. Mj. ASSOCIATE PROFESSOR VOTAW.

7. Elementary New Testament Greek. Mj. ASSISTANT PROFESSOR SEVERN.

8. Intermediate New Testament Greek. Mj. ASSISTANT PROFESSOR SEVERN.

9. The Greek of the New Testament. Mj. ASSOCIATE PROFESSOR VOTAW.

10. The Apostolic Fathers. Mj. PROFESSOR GOODSPEED AND ASSISTANT PROFESSOR SEVERN.

XLIV. SYSTEMATIC THEOLOGY

1. Outline Course in Systematic Theology. Mj. PROFESSOR G. B. SMITH.

2. Systematic Theology (A, B, and C). 3Mj. PROFESSOR G. B. SMITH.

3. Christian Ethics. Mj. PROFESSOR G. B. SMITH.

4. Apologetics. Mj. PROFESSOR G. B. SMITH.

5. The Theological Significance of Leading Movements of Thought in the Nineteenth Century (Informal). DMj. PROFESSOR G. B. SMITH.

XLV. CHURCH HISTORY

1. Outlines of Church History. Mj. ASSISTANT PROFESSOR GATES.

2. The Protestant Reformation. Mj. ASSOCIATE PROFESSOR MONCRIEF.

XLVI. PRACTICAL THEOLOGY

1. The Theory of Preaching. Mj. PROFESSOR SOARES.

2. Principles and Organization of Religious Education. Mj. PROFESSOR EVANS.

3. The Modern Sunday School. Mj. PROFESSOR EVANS.

THE ENGLISH THEOLOGICAL SEMINARY

1B. Homiletics.

2B. Outline Course on Pastoral Duties.

3B. New Testament Times in Palestine.

4B. Outline of Systematic Theology.

THE AMERICAN INSTITUTE OF SACRED LITERATURE

HISTORICAL STATEMENT

In February, 1881, a correspondence school of Hebrew was organized by William R. Harper under the name of the Institute of Hebrew. Twenty students constituted the initial class. The Institute was encouraged and fostered in its work by about seventy teachers of Hebrew and the Old Testament connected with educational institutions throughout the country. The student body increased so rapidly that in its first year forty-four states and eight foreign countries were represented. It became increasingly evident that the opportunities of the school must be extended to students of the English Bible. In 1889 a reorganization was effected, and an institution having a much broader purpose was established under the name of The American Institute of Sacred Literature. The first prospectus of the new organization states its purpose as follows: "To promote the philological, literary, historical, and exegetical study of the Scriptures by means of such instrumentalities as may be found practicable." This ideal has not been changed, although changing circumstances and demands have involved modifications in methods and work.

In 1891 the headquarters of the Institute were removed to Chicago.

The Council of Seventy was organized in 1895 and this body assumed the direction of the Institute. The organization was not endowed, and after ten years the Council of Seventy unanimously consented to accept the opportunity given them by the trustees of the University of Chicago to incorporate the Institute in the University Extension Division of the University and to continue its work under the advantages offered by association with a well-established educational institution. This transfer was formally consummated July 1, 1905.

PURPOSE AND ORGANIZATION

It is the province of the Institute as a whole to conduct all non-residence work of whatever character in subjects pertaining to Sacred Literature. It is the purpose of the University to provide through the Institute for churches, schools, pastors, teachers, and the general Christian public, facilities for non-resident study in the Bible and kindred subjects in such a variety of forms, grades, and topics, that satisfactory aid may be given to any person or group of persons seeking assistance, advice, or training, in topics associated with religious education. The officers of administration are the President of the University, the Secretaries of the University Extension Division, and the Executive Committee of the Sacred Literature Section.

THE WORK OF THE INSTITUTE

Correspondence courses offered in the Institute of Sacred Literature are described under their respective departments in the preceding pages.

In the Reading and Library Department of the Institute are included all courses of prescribed reading, professional or non-professional, elementary study courses without correspondence instruction for individuals or groups, rapid survey courses for the training of Sunday-school teachers, and the circulation of traveling libraries.

For work done in the Reading and Library Department certificates are issued to students on the accomplishment of each course. Such certificates do not entitle the student to credit toward a degree.

COURSES OF INSTRUCTION

1. For Correspondence-Study Courses see Departments XLI and XLII, pp. 515-516.
2. Courses in Reading and Library Work.
 - a) Professional Reading Courses.
 1. The Historical and Literary Origin of the Pentateuch.
 2. Old Testament Prophecy.
 3. The Origin and Growth of the Hebrew Psalter.
 4. The Life of Jesus the Christ.
 5. The Apostolic Age.
 6. The Problems Connected with the Gospel of John.
 7. Christianity and Social Problems.
 8. The History of Israel.
 9. The Wisdom Literature.
 10. The Teaching of the Apostles.
 11. The Post-Apostolic Era.
 12. The Psychology of Religion and Its Bearing upon Religious Education.
 13. The Expansion of Christianity in the Twentieth Century.
 14. Constructive Theories of Modern Scholarship concerning the Bible, the Church, and Religion.
 15. The Character of Jesus in the Light of Modern Scholarship.
 16. The Efficient Church.
 17. The Hebrew Religion and Modern Scholarship.
 18. The Church's Task of Religious Education.
 19. Significant Movements in Recent Theology.
 20. The Minister's Preaching Task.
 21. The Ethics of the New Testament.
 - b) Elementary Study Courses.
 1. The Life of Christ.
 2. The Foreshadowings of the Christ.
 3. The Founding of the Christian Church.
 4. The Work of the Old Testament Sages.
 5. The Work of the Old Testament Priests.
 6. The Social and Ethical Teaching of Jesus.
 7. The Universal Element in the Psalter.

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8. The Book of Job.
 9. Four Letters of Paul.
 10. The Origin and Religious Teaching of the Old Testament Books.
 11. The Origin and Teaching of the New Testament Books.
 12. The Message of Jesus to Our Modern Life.
 13. The Religious and Ethical Ideals of Israel.
- c) Training Courses for Sunday-School Teachers.
1. An Introduction to the Bible for Teachers of Children.
 2. An Introduction to the Bible for Teachers of Young People and Adults.
 3. The Application of Psychology and Pedagogy to Sunday-School Teaching.
 4. A Survey of the Old Testament Books.
 5. A Survey of the New Testament Books.

PART VII
THE UNIVERSITY PRESS . . . . .	523-525

THE UNIVERSITY PRESS¹

ORGANIZATION AND SCOPE

The University Press constitutes one of the four Divisions of the University. It is organized primarily to print and publish scientific and educational books, monographs, and journals, the scope of its activities being defined by a constitution adopted by the Board of Trustees. In general, the lines of its work are as follows: manufacturing and publishing books and journals; retailing textbooks and supplies; and purchasing of books for the libraries and supplies for the departments of the University. The management of the Press is in the hands of a Director appointed by the Board of Trustees, while the general administration is in charge of a Board appointed by the Trustees from members of the Faculties.

The manufacturing plant of the Press, which is equipped to do all kinds of printing and bookmaking, has for the more technical side of its work assortments of accents, mathematical and astronomical signs, and fonts of Greek, Syriac, Arabic, Hebrew, and Ethiopic type; a stereotyping foundry, seven monotype machines, job and cylinder presses, and a bindery equipped with the necessary machinery for the production of first-class book work are also a part of its mechanical equipment.

The scope of the Publication Department includes the business management of the various departmental journals, the publication of books and pamphlets, and the distribution of all official documents of the University. The list of book titles now numbers about 600, and twenty-nine journals are regularly issued. The proceedings and papers of various scientific, educational, and historical societies are also published. Among such publishing relationships most recently assumed are those with the Geographic Society of Chicago, the Chicago Historical Society, and the German-American Historical Society of Illinois.

JOURNALS

The journals published by the University Press are as follows:

The Biblical World, monthly.

The School Review, monthly except July and August.

The Elementary School Journal, monthly except July and August.

The Botanical Gazette, monthly.

The Astrophysical Journal, monthly except February and August.

The Journal of Geology, semi-quarterly.

The American Journal of Sociology, bimonthly.

The Journal of Political Economy, monthly except August and September.

The American Journal of Theology, quarterly.

The American Journal of Semitic Languages and Literatures, quarterly.

Classical Philology, quarterly.

¹ For the Board of the University Press, see p. 78.

The Classical Journal, nine times a year.
Modern Philology, monthly except August and September.
The University Record, quarterly.
Journal of the Association of Collegiate Alumnae, four times a year.
The English Journal, monthly except July and August.
The Quarterly Journal of Public Speaking.

FROM THE CAMBRIDGE UNIVERSITY PRESS

Biometrika, four times a year.
Parasitology, four times a year.
Journal of Genetics, four times a year.
The Journal of Hygiene, irregularly.
The Modern Language Review, quarterly.
The British Journal of Psychology, irregularly.
The Journal of Agricultural Science, quarterly.
The Biochemical Journal, six to eight times a year.
The Journal of Ecology, quarterly.
The Annals of Applied Biology, quarterly.
The Annals of the Bolus Herbarium, two parts a year.

FOR GEORG THIEME

Internationale Monatsschrift für Anatomie und Physiologie, irregularly.

BOOKS

Among the books published by the University Press during the past year are the following:

The Freer Gospels. By Edgar Johnson Goodspeed.
Publications of the American Sociological Society, Vol. VIII.
The Osteology of Some American Permian Vertebrates. Samuel Wendell Williston.
The Thirteenth Yearbook of the National Society for the Study of Education, Part II.
The Weather and Climate of Chicago. By Henry J. Cox and John H. Armington.
The Lincoln and Douglas Debates. By Horace White.
The Origin and Teaching of the New Testament Books. Ernest D. Burton and Fred Merrifield.
The Problems of Boyhood. By Franklin Winslow Johnson.
The Evolution of Early Christianity. By Shirley Jackson Case.
William James and Henri Bergson. By Horace Meyer Kallen.
Water Reptiles of the Past and Present. By Samuel Wendell Williston.
Bibliographical Society of America: Papers, Vol. VIII, Nos. 1 and 2.
Graded Social Service for the Sunday School. By W. Norman Hutchins.
The Sunday-School Building and Its Equipment. By Herbert F. Evans.
The Evolution of Sex in Plants. By John Merle Coulter.
An Historical Examination of Some Non-Markan Elements in Luke. By Ernest W. Parsons.
The Fourteenth Yearbook of the National Society for the Study of Education, Part I.

Assyrian and Babylonian Letters, Part XIV. By Robert Francis Harper.

The Bizby Gospels. By Edgar Johnson Goodspeed.

The Semantic Development of Words for Eating and Drinking in Germanic.

By H. O. Schwabe.

The Hebrew Particle. By Carl Gaenssle.

The City Institute for Religious Teachers. By Walter Scott Athearn.

Religious Education in the Family. By Henry Frederick Cope.

Publications of the American Sociological Society, Vol. IX.

A Review of High-School Mathematics. By William D. Reeve and Raleigh

Shorling.

Bibliographical Society of America: Papers, Vol. VIII, Nos. 3 and 4.

The Fourteenth Yearbook of the National Society for the Study of Education,

Part II.

Yearbook of the German-American Historical Society of Illinois, Vol. XIV.

Methods in Plant Histology. (Third edition.) By Charles J. Chamberlain.

PART VIII
OFFICIAL AND SEMI-OFFICIAL ORGANIZATIONS

RELIGIOUS ORGANIZATION

OFFICIAL AND SEMI-OFFICIAL ORGANIZATIONS

THE PHILOLOGICAL SOCIETY

All persons giving instruction in the University in any of the languages, and all graduate students working in the languages, who have been accepted as candidates for the degree of Doctor of Philosophy, are eligible to membership in the Philological Society. Its officers are Professor William Gardner Hale, President; Professor Starr Willard Cutting, Secretary and Treasurer. The President and Secretary constitute the program committee.

MUSIC

ROBERT WATERMAN STEVENS, Organist and Director of Choir.

ORGANIZATIONS

The University Choir. The University of Chicago Glee Club. The Women's Glee Club. The University of Chicago Military Band.

THE REYNOLDS CLUB

The clubhouse is a gift of the late Joseph Reynolds through his executor, Mr. Joy Morton, and forms one of the Tower Group of buildings. The entrance doors open on a stair-hall which is a reminder of old English stair-halls of the Elizabethan period of architecture. To the left is a large reading-room, 36 feet wide and 68 feet long. To the right is the billiard room. The second story contains the reception room, clubrooms for various student organizations, etc. The principal feature of the third floor is the assembly room. The trusses of the roof are of open timber work of sycamore. At the north end of the assembly room is a small stage. The main rooms in the first and second stories have paneled wainscoting and beam-ceilings of oak. The friezes in the library and billiard room were designed after a careful study of wall decorations and applied designs in old stuffs and brocades of the period. The small theater on the third floor has a painted tapestry-effect curtain representing a fête-day in mediaeval times. In the basement are the bowling-alleys, barber shop, and check-room.

With the aim of promoting unity and a sentiment of equality among the men of the University, more than a year before the opening of the Reynolds Club in October, 1903, a constitutional commission of fifty-eight students and nine members of the Faculty was organized. The commission prepared a constitution which was approved by the Board of Student Organizations and the University Council. The form of government provided for in this instrument aims to give due expression to the activities of the men students and to the

interests of the University. The executive authority of the club is vested in an executive council composed of the five officers of the club, who are annually elected by the active members, and two members of the Faculty appointed by the Board of Student Organizations. All men who are students of the University in residence are eligible to active membership upon payment of moderate quarterly dues (\$2.00); any officer of the University, or former member thereof, is eligible to associate membership, upon payment of \$3.00 a year.

The officers of the Reynolds Club for the year 1915-16 are the following: President, Leslie Monroe Parker; Vice-President, Richard Perry Matthews; Secretary, John Craig Redmon; Treasurer, William Mansfield Templeton; Librarian, Harold John Gordon.

THE DAMES CLUB

The Dames Club of the University of Chicago, composed of wives and mothers of students, meets on the second and fourth Saturdays of each month at 3:00 P.M., in Lexington Hall.

THE BOARD OF RECOMMENDATIONS

The Board of Recommendations is the official channel through which all recommendations to teaching positions are made. The work of this board is conducted by the secretary, in consultation with an official representative of each of the departments concerned. Students who have been in residence at least three quarters are eligible for regular registration. Candidates should file registration documents with the secretary at the central office, Room 5A, Cobb Lecture Hall. These include confidential statements from members of the Faculties and are preserved for use by the secretary in behalf of the candidate within a period of two years. No general testimonials are written by any officer of the University, and individual members of the Faculties do not nominate or support candidates for teaching positions except through the official representative of the department concerned, who in turn reports the action to the Secretary of the Board.

ALUMNI ORGANIZATIONS

THE ALUMNI COUNCIL

The Alumni Council was organized in October, 1909, by two delegates from each of the four alumni associations of the University. It maintains the office of the Alumni Council Secretary, and takes charge of all alumni matters which affect the alumni in general, such as the publication of *The University of Chicago Magazine*, the extension of the alumni clubs, and the like. In June, 1914, it was decided to increase the number of delegates from each organization, and the By-Laws were modified to this effect. Under this arrangement the Council for 1915-16 is composed of the following delegates:

From the College Alumni Association: AGNES WAYMAN, HELEN T. SUNNY, JOHN F. MOULDS, ALBERT SHERER, CHARLES KENNEDY, ALICE GREENACRE, HAROLD SWIFT, and six others to be elected in August.

From the Association of Doctors of Philosophy: SAMUEL MACCLINTOCK, THEODORE L. NEFF, and HERBERT E. SLAUGHT.

From the Divinity Alumni Association: EDGAR J. GOODSPEED, WALTER L. RUNYAN, and PETER G. MODE.

From the Law School Association: CHARLES W. PALTZER and J. W. HOOVER. (One to be elected.)

From the Chicago Alumni Club: HERBERT P. ZIMMERMAN, CHARLES F. AXELSON, and HOWELL MURRAY.

From the Chicago Alumnae Club: (To be elected in October.)

From the University: JAMES R. ANGELL.

The officers of the Council for 1915-16 are elected in October; meanwhile the following officers for 1914-15 hold over:

WILLIAM SCOTT BOND, Chairman.

JOHN FRYER MOULDS, Secretary-Treasurer.

LOCAL ALUMNI CLUBS

All alumni and former students of the University are eligible to membership in the local clubs.

The Chicago Alumni Club—CHARLES F. AXELSON, 900 The Rookery, Chicago.

The Chicago Alumnae Club—MARGARET RHODES, 1338 E. Fifty-eighth St.

The Eastern Alumni Club—FRANK H. PIKE, Columbia University.

The Minnesota Alumni Club—HARVEY B. FULLER, JR., 186 W. Third St., St. Paul, Minn.

The Rocky Mountain Alumni Club—H. D. WARNER, 924 Eighteenth St., Denver, Colo.

The Northwestern Alumni Club—MILO J. LOVELESS, 607 Oriental Blk., Seattle, Wash.

The Utah Alumni Club—JAY H. STOCKMAN, 1010 Boston Bldg., Salt Lake City, Utah.

The Philippine Alumni Club———, Manila, P.I.

The Northern Ohio Alumni Club—JOHN W. PERRIN, Case Library, Cleveland, Ohio.

The Washington (D.C.) Alumni Club—ARTHUR MINNICK, Patent Office, Washington, D.C.

The Philadelphia Alumni Club—EDWIN D. SOLENBERGER, 419 S. Fifteenth St., Philadelphia, Pa.

The Rock Island Alumni Club—GEORGE G. PERRIN, M.W.A. Bldg., Rock Island, Ill.

The Rockford Alumni Club—DUDLEY W. DAY, Ashton Bldg., Rockford, Ill.

The Pittsburgh Alumni Club—WALDO P. BREEDEN, 418 Berger Bldg., Pittsburgh, Pa.

The Milwaukee Alumni Club—MARIAN SHOREY, Milwaukee-Downer College, Milwaukee, Wis.

The Japan Alumni Club—SAKAE SHIOYA, Higher Normal School, Tokyo.

The Oregon Alumni Club—MRS. PEARL HUNTER WEBER, Lakeview, Ore.

The Kansas City Alumni Club—MRS. INGRAM D. HOOK, Kansas City, Mo.

- The Sioux City Alumni Club*—JESSIE B. WESTON, 1511 Rebecca St., Sioux City, Iowa.
- The Springfield Alumni Club*—HARVEY SOLENBERGER, 507 Ferguson Bldg., Springfield, Ill.
- The Des Moines Alumni Club*—FLORENCE E. RICHARDSON, Drake University, Des Moines, Ia.
- The Anaconda Alumni Club*—GEORGE E. NUNN, Anaconda, Mont.
- The Indianapolis Alumni Club*—MARTHA ALLERDICE, 1212 Park Ave., Indianapolis, Ind.
- The Southern Ohio Alumni Club*—ALONZO W. FORTUNE, Walnut Hills, Cincinnati, Ohio.
- The Mount Holyoke Club of Chicago Alumni*—HELEN M. SEARLES, South Hadley, Mass.
- The Elgin Alumni Club*—JESSIE I. SOLOMON, 320 Chicago St., Elgin, Ill.
- The Buffalo Alumni Club*—JAMES R. WORK, 139 Hoyt St., Buffalo, N.Y.
- The University of Chicago Club of the University of North Dakota*—NORMA E. PFEIFFER, University of North Dakota, Grand Forks, N.D.
- The California Alumni Club*—MYRTLE COLLIER, 5330 Pasadena Ave., Los Angeles, Cal.
- The Hawaiian Club*—S. D. BARNES, 280 Beretania St., Honolulu, T.H.

THE COLLEGE ALUMNI ASSOCIATION

OFFICERS, 1915-16

ALBERT W. SHERER, '06, President.
 MARTHA LANDERS THOMPSON, '03, First Vice-President.
 HAROLD H. SWIFT, '07, Second Vice-President.
 JOHN F. MOULDS, '07, Secretary-Treasurer.

Executive Committee: The officers and AGNES R. WAYMAN, '03; GRACE COULTER, '99; FRANK MCNAIR, '03; and RUDY MATTHEWS, '14.

Delegates to Alumni Council: AGNES WAYMAN, '03; HELEN T. SUNNY, '08; JOHN F. MOULDS, '07; ALBERT SHERER, '06; CHARLES KENNEDY, '06; ALICE GREENACRE, '08; HAROLD SWIFT, '07; and six others to be elected in August.

THE ASSOCIATION OF DOCTORS OF PHILOSOPHY

OFFICERS, 1915-16

SAMUEL MACCLINTOCK, '08, President.
 THEODORE L. NEFF, '04, Vice-President.
 HERBERT E. SLAUGHT, '98, Secretary-Treasurer.

Executive Committee: The officers and FRANK W. DIGNAN, '05, and ETHEL M. TERRY, '14.

Delegates to Alumni Council: DANIEL P. MACMILLAN, '99; ROBERT J. BONNER, '04; HERBERT E. SLAUGHT, '98.

THE DIVINITY ALUMNI ASSOCIATION

OFFICERS, 1915-16

WARREN P. BEHAN, '97, President.

JUDSON B. THOMAS, '80, First Vice-President.

MARK F. SANBORN, '09, Second Vice-President.

ORLO J. PRICE, '98, Third Vice-President.

PETER G. MODE, '14, Secretary-Treasurer.

IRA M. PRICE, '82, and EDGAR J. GOODSPEED, '97, Biographers.

Executive Committee: CLIFTON D. GRAY, '00, *chairman*; BENJAMIN F. MARTIN, '94; WAYLAND D. WILCOX, '07.

Delegates to Alumni Council: EDGAR J. GOODSPEED, '97; WALTER L. RUNYAN, '07; PETER G. MODE, '14.

THE LAW SCHOOL ASSOCIATION

OFFICERS, 1915-16

ALBERT L. HOPKINS, '09, President.

EDGAR J. PHILLIPS, '11, Vice-President.

RUDOLPH E. SCHREIBER, '06, Secretary-Treasurer.

Delegates to Alumni Council: CHARLES W. PALTEER, '09; JOSE W. HOOVER, '09. (One to be elected.)

RELIGIOUS ORGANIZATION¹

Officially the University provides for positive and constructive religious education on the conviction that it is a normal part of education in general, and an element in complete living. Instruction is given on Sunday in the Bible by chosen specialists, and credit is given for this classwork. On Sunday morning the University Preacher conducts a public service in Leon Mandel Assembly Hall. Chapel Assemblies are held on Monday for the men of the Junior Colleges, on Tuesday for the women of the Junior Colleges, on Wednesday for the Senior Colleges and the College of Commerce and Administration, and on Thursday for the Divinity School. Attendance on Monday, Tuesday, and Wednesday is required.

The Board of the Christian Union, composed of representatives of the Faculties, the Schools and Colleges, the University Settlement, and the religious organisations of the University, meets monthly to consider matters affecting the religious life of the University.

The Chaplain is specially charged with assisting all the agencies of spiritual life, performs such of the duties of pastor as may be required, holds himself ready for consultations with students, and upon occasion acts as University Preacher.

THE UNIVERSITY PREACHERS

The following is the list of University Preachers for the year beginning with the Summer Quarter, 1914:

SUMMER QUARTER, 1914

- June 21—Associate Professor Allan Hoben, University of Chicago.
- June 28—Rev. Donald D. MacLaurin, D.D., Pastor First Baptist Church, Madison, Wis.
- July 5—Associate Professor Herbert L. Willett, University of Chicago.
- July 12—Professor George B. Foster, University of Chicago.
- July 19—Professor Charles R. Henderson, University of Chicago.
- July 26—Professor Shailer Mathews, University of Chicago.
- Aug. 2—Rev. William Byron Forbush, Ph.D., Litt.D., President, American Institute of Child Life, Philadelphia, Pa.
- Aug. 9—Professor Gerald B. Smith, University of Chicago.
- Aug. 16—Professor Nathaniel Butler, University of Chicago.
- Aug. 23—Convocation Sunday: Rev. James Hope Moulton, A.M., Lit.D., D.D., D.C.L., Greenwood Professor of Hellenistic Greek and Indo-European Philology, University of Manchester, England.

¹ For the Board of the Christian Union, see p. 79.

AUTUMN QUARTER, 1914

- Oct. 4—Rev. Francis G. Peabody, Harvard University.
Oct. 11—Rev. Francis G. Peabody.
Oct. 18—Rev. Robert E. Speer, Presbyterian Board of Missions, New York City.
Oct. 25—Bishop W. F. McDowell, Chicago.
Nov. 1—Professor Charles R. Henderson, University of Chicago.
Nov. 8—Dr. Henry M. Sanders, New York City.
Nov. 15—Dr. Henry M. Sanders.
Nov. 22—Dean Charles R. Brown, Yale Divinity School.
Nov. 29—Rev. J. A. MacDonald, Editor of the *Toronto Globe*, Toronto, Ontario, Canada.
Dec. 6—Bishop C. D. Williams, Detroit, Mich.
Dec. 13—Bishop C. D. Williams.
Dec. 20—Convocation Sunday: President Henry Churchill King, Oberlin University.

WINTER QUARTER, 1915

- Jan. 10—Bishop F. J. McConnell, Denver, Colo.
Jan. 17—Bishop F. J. McConnell.
Jan. 24—Rev. S. Parks Cadman, Central Congregational Church, Brooklyn, N.Y.
Jan. 31—Rev. Nehemiah Boynton, Clinton Avenue Church, Brooklyn, N.Y.
Feb. 7—Rev. Nehemiah Boynton.
Feb. 14—President Ozora S. Davis, Chicago Theological Seminary.
Feb. 21—Rev. Hugh Black, Union Theological Seminary, New York City.
Feb. 28—Rev. George W. Truett, First Baptist Church, Dallas, Tex.
Mar. 7—Professor Gerald B. Smith, University of Chicago.
Mar. 14—Convocation Sunday: Professor Gerald B. Smith.

SPRING QUARTER, 1915

- April 4—Rev. John E. White, Second Baptist Church, Atlanta, Ga.
April 11—Associate Professor Allan Hoben, University of Chicago.
April 18—Rev. Harry E. Fosdick, Montclair, N.J.
April 25—Bishop C. P. Anderson, Chicago.
May 2—President Albert Parker Fitch, Andover Theological Seminary.
May 9—President Albert Parker Fitch.
May 16—Rev. J. H. Randall, Mount Morris Baptist Church, New York.
May 23—Professor E. A. Steiner, Grinnell, Iowa.
May 30—Professor G. A. Johnston Ross, Union Theological Seminary, New York City.
June 6—Professor G. A. Johnston Ross.
June 13—Convocation Sunday: Rev. Charles Macaulay Stuart, President Garrett Biblical Institute, Evanston, Ill.

COURSES IN THE ENGLISH BIBLE

Courses in the English Bible, which are open to students of all divisions of the University, and for which University credit is given in the Colleges, are offered by the instructors of the Department of Old Testament Literature and Interpretation and of the Department of New Testament and Early Christian Literature on Sundays at 8:30 A.M. The aim of these courses is to guide the students into a study of the Bible which shall be at the same time thoroughly scientific and spiritually helpful. During the academic year 1914-15 the following subjects were discussed:

1. *The Moral Leaders of Israel II* (Autumn) Associate Professor Herbert L. Willett.
2. *Christianity and Other Religions* (Autumn), Mr. Fred Merrifield.
3. *The Origin of the Bible* (Winter), Associate Professor Herbert L. Willett.
4. *The Rise of the New Testament* (Winter), Professor Edgar J. Goodspeed.
5. *Problem of Suffering in Old Testament* (Spring), Professor J. M. Powis Smith.
6. *The Religion of Jesus* (Spring), Professor Ernest D. Burton.

In addition regular curriculum courses (majors) open only to non-divinity students were given as follows:

By Mr. Fred Merrifield:

1. *The Origin of the Bible* (Autumn).
2. *The Life of Jesus* (Autumn).
3. *The Rise of Christianity* (Winter).
4. *The Universal Elements of Christianity* (Winter).
5. *The Teaching of Jesus* (Spring).
6. *The Life of Paul* (Spring).

By Associate Professor H. L. Willett:

1. *Leading Types of Old Testament Literature* (Autumn).
2. *Israel and the Neighboring Nations* (Winter).
3. *A Sketch of Old Testament History* (Winter).
4. *The Rise of Judaism* (Spring).

LECTURES ON THE HASKELL FOUNDATION

The eighteenth series of Lectures on the Haskell Foundation was delivered January 29, February 1-5, by Professor Masaharu Anesaki, of the Imperial University of Tokyo, Japan, on "Japanese Art" and "Buddhism."

THE CHRISTIAN UNION

The Christian Union was organized as a Board of the University of Chicago by action of the Trustees, April 30, 1901. As reorganized in 1914, its purpose, constituency, and organization are as follows:

I. PURPOSE

1. To federate and give larger efficiency to the officially recognised inter-denominational or undenominational organisations ministering to the moral and religious welfare of the University.

2. To determine the general policy of moral and religious activities within the University.

3. To assist in financing its constituent co-operating organisations and such other moral and religious activities as may appear to the Board needed and practicable.

4. To suggest to the President University preachers and have general oversight of the administration of the preaching services in the University.

5. To co-operate in the work of the University of Chicago Settlement.

6. To give official recognition to student organisations for religious and moral ends.

II. MEMBERSHIP

1. *Ex officio*:

- 1) The President of the University.
- 2) The Recorder of the University.
- 3) The Chaplain of the University.
- 4) The presidents or chairmen of its co-operating organizations or of their Advisory Boards.
- 5) The salaried secretaries of such organisations.
- 6) The Chairman of the Settlement Board.
- 7) The Director of the University Choir.
- 8) The Dean of Women.

2. *Appointed by the President of the University*:

- 1) Ten members of the Faculties of the University.
- 2) Ten members of the student body to be nominated by the Student Councils and such other officially recognised student bodies as may take action for this end.

III. ORGANIZATION

1. The officers of the Board of the Christian Union shall be elected at its first meeting in the Spring Quarter of each year. They shall hold office until their successors are elected.

2. The officers shall be a Chairman and a Vice-Chairman who shall be members of the Faculties of the University, a Treasurer, and a Secretary. Their duties shall be those usually attached to their offices.

3. Standing Committees of the Board shall be appointed on Finance; Philanthropy; Sunday Services and Chapel Services; General Religious Work. An Executive Committee shall also be appointed, composed of the officers and chairmen of standing committees.

IV. MEETINGS

1. The Board of the Christian Union shall hold regular meetings on the third Saturday of each month, and such special meetings as may be called by the Chairman of the Executive Committee.

2. At the regular meetings, reports shall be made by the standing committees and the representatives of the co-operating organisations.

VOLUNTARY RELIGIOUS ORGANIZATIONS

The students have organized efficient societies for educational meetings and other religious purposes. Among them the following are interdenominational in character: the Young Women's Christian League, the Young Men's Christian Association, the Student Volunteer Band.

THE UNIVERSITY SETTLEMENT

The Board of the University of Chicago Settlement is incorporated and owns a building and lots worth about \$30,000. The Board is regarded as the Philanthropic Committee of the Christian Union, and reports to the Union. To maintain the work it depends upon the offering made at the University religious service on Sunday and subscriptions of members of the Faculties, students, and other friends. The Settlement house and the gymnasium are at 4630 Gross Avenue. The Chairman of the Settlement Board is PROFESSOR FLOYD R. MECHAM and the Head Resident is Miss MARY E. McDOWELL.

PART IX
FELLOWS AND SCHOLARS

FELLOWS AND SCHOLARS

FELLOWS APPOINTED FOR THE YEAR 1915-16

- ADA HART ARLITT, Psychology.
A.B., Tulane University, 1913.
- LESTER ARONBERG, Chemistry.
S.B. University of Chicago, 1914.
- JOHN HERBERT BACHMANN, German.
A.B., University of Kansas, 1909; A.M., Northwestern University, 1910.
- HAROLD BENNETT, Latin.
A.B., University of Toronto, 1915.
- HERMAN CAREY BEYLE, Political Science.
A.B., Central College, 1912.
- HARRY BRETZ, Romance.
A.B., William Jewell College, 1904; A.B., University of Chicago, 1911.
- DONALD MELROSE BRODIE, New Testament and Early Christian Literature.
A.B., Oberlin College, 1911; A.M., Columbia University, 1913; D.B., Oberlin Seminary, 1914.
- JAMES WILLIAM BUCHANAN, Zoölogy.
S.B., University of Ohio, 1913.
- REGINALD SAXON CASTLEMAN, History.
Ph.B., University of Chicago, 1914.
- CATHARINE LINES CHAPIN, Zoölogy.
A.B., Smith College, 1913.
- GEORGE SYLVESTER COUNTS, Education.
A.B., Baker University, 1911.
- ESTHER CRANE, Philosophy.
A.B., Smith College, 1910; A.M., *ibid.*, 1914.
- PEARL MARGARET DANIELS, Philosophy.
Ph.B., University of Chicago, 1911.
- RAJANI KANTA DAS, Political Economy.
S.B., Ohio State University, 1910; S.M., University of Missouri, 1911; A.M., University of Wisconsin, 1912.
- FRANK EARL DENNY, Botany.
A.B., University of Nebraska, 1906.
- JOHN BEMLEY DERIEUX, Physics.
S.B., University of Tennessee, 1908; A.M., *ibid.*, 1914.
- MALCOLM HOWARD DEWEY, German.
A.B., Allegheny College, 1904; A.M., Harvard University, 1911.
- QUAESITA CORNWELL DRAKE, Chemistry.
A.B., Vassar College, 1910; A.M., *ibid.*, 1911.
- WINFIELD S. DUDGEON, Botany.
S.B., Iowa State College, 1907.
- ALPHAUS WILLIAM DUPLER, Botany.
A.B., Juniata College, 1911; S.M., University of Chicago, 1914.
- CLAYTON HAROLD EATON, Paleontology.
A.B., University of Nebraska, 1910.

- WILLIAM FRANKLIN EDGERTON, Semitics.
A.B., Cornell University, 1915.
- EMANUEL BERNARD FINK, Pathology.
S.B., University of Chicago, 1914.
- LEO FINKELSTEIN, Chemistry.
S.B., in Chemical Engineering, Armour Institute, 1914.
- RALPH EVANS FREEMAN, Political Economy.
A.B., McMaster University, 1914.
- JOSEPH ROY GEIGER, Philosophy.
A.B., Furman University, 1909; A.M., Stetson University, 1912.
- JOSEPH GONNELLY, Education.
Ph.B., University of Chicago, 1912.
- MARSHALL ALLEN GRANGER, Political Economy.
A.B., University of Kansas, 1914.
- HOMER EWART GREGORY, Political Economy.
A.B., Washington State College, 1914.
- DUDLEY DAVID GRIFFITH, English.
A.B., Simpson College, 1903.
- RALPH EDWIN HALL, Chemistry.
S.B., Ohio Wesleyan University, 1907; S.M., *ibid.*, 1909; A.M., Ohio State University, 1911.
- CHARLES WALTER HAMILTON, Geology.
A.B., University of Oklahoma, 1912.
- MILTON THEODORE HANKE, Chemistry.
S.B., University of Chicago, 1914.
- ARTHUR MCCracken HARDING, Mathematics.
A.B., University of Arkansas, 1904; A.M., University of Chicago, 1914.
- ERTLE LESLIE HARRINGTON, Physics.
S.B. in Ed., University of Missouri, 1910; A.B., *ibid.*, 1911.
- WILLIAM LEROY HART, Astronomy.
S.B., University of Chicago, 1913; S.M., *ibid.*, 1914.
- HENRY CLYDE HUBBART, History.
A.B., University of Chicago, 1904.
- EDWIN POWELL HUBBLE, Astronomy.
S.B., University of Chicago, 1910; A.B., Oxford University, 1912.
- HELEN SARD HUGHES, English.
Ph.B., University of Chicago, 1909; Ed.B., *ibid.*, 1910; A.M., *ibid.*, 1911.
- JOHN MÖLLER JANSON, Physiology.
A.B., University of Illinois, 1914; S.M., *ibid.*, 1915.
- MARY BERNICE JENKINS, Botany.
S.B., University of Chicago, 1912.
- EDWARD SAFFORD JONES, Psychology.
A.B., Oberlin College, 1910.
- JACOB ROBERT KANTOR, Philosophy.
Ph.B., University of Chicago, 1914.
- WILLIAM CLARKE DOUB KERR, Romance.
A.B., University of North Carolina, 1915.
- GEORGE BROCKWELL KING, Semitics.
A.B., University of Toronto, 1907; D.B., Victoria College, 1909.
- CONRAD LUN KJERSTAD, Psychology.
A.B., University of South Dakota, 1911.
- JOHN KNOX KNOX, Geology.
A.B., University of Toronto, 1914.

- LEONARD VINCENT KOOS, Education.
A.B., Oberlin College, 1907; A.M., University of Chicago, 1915.
- OTTO KOPPIUS, Physics.
S.B., University of Chicago, 1913.
- CHARLES STANLEY LAIDMAN, Sociology.
A.B., University of Manitoba, 1905.
- KENNETH W. LAMSON, Mathematics.
A.B., Harvard University, 1906.
- GILLIE ALDAH LAREW, Mathematics.
A.B., Randolph-Macon Woman's College, 1903; A.M., University of Chicago, 1911.
- ERNEST LAUER, Church History.
D.B., Garrett Biblical Institute, 1913; A.M., Northwestern University, 1914.
- FERRIS FINLEY LAUNE, Political Economy.
A.B., University of Nebraska, 1914.
- GEORGE KONRAD KARL LINK, Botany.
S.B., University of Chicago, 1910.
- JOHN THOMAS LISTER, Romance.
Ph.B., University of Chicago, 1913.
- LAURA DOROTHY LISTER, Romance.
A.B., Swarthmore College, 1908.
- BLANCHE M. LYMAN, History.
A.B., University of Nebraska, 1912; A.M., *ibid.*, 1913.
- CARL VERNON LYNCH, Physiological Chemistry.
A.B., Johns Hopkins University, 1906.
- LANDER MACCLINTOCK, Romance.
Ph.B., University of Chicago, 1911; A.M., *ibid.*, 1913.
- PAUL MACCLINTOCK, Geology.
S.B., University of Chicago, 1912.
- DONALD MCFAYDEN, History.
A.B., University College, Toronto, 1896.
- JOSEPHINE HARRIET MACLATCHY, Education.
A.B., Acadia College, 1909; A.M., *ibid.*, 1913.
- ANGUS MCLEOD, Geology.
A.B., University of Toronto, 1914.
- COLIN ALLEN MCPHEETERS, Philosophy.
A.B., Westminster College, 1890.
- JOSEPH SIMEON MAGNUSON, Latin.
A.B., Bethany College, 1906; A.M., University of Kansas, 1914.
- ARCHIE SHEPHERD MERRILL, Mathematics.
A.B., Colgate University, 1911.
- JAMES ERNEST MOFFATT, Political Economy.
A.B., McMaster University, 1914.
- ALBERT BURTON MOORE, History.
S.B., Alabama Polytechnic Institute, 1911; S.M., *ibid.*, 1912.
- NORMAN SALLEE PARKER, History.
A.B., University of Chicago, 1910; A.M., Harvard University, 1912.
- LOUIS AUGUSTUS PECKSTEIN, Psychology.
S.B., University of Missouri, 1913.
- BENJAMIN FLOYD PITTINGER, Education.
A.B., Michigan State Normal College, 1908; A.M., University of Texas, 1912.
- EDWARD BYRON REUTER, Sociology.
A.B. in Education, University of Missouri, 1910; A.M., *ibid.*, 1911.

- LLOYD KENDRICK RIGGS, Physiological Chemistry.
S.B., Leander Clark College, 1911.
- WILLARD ALLEN ROBERTS, Chemistry.
S.B., Earlham College, 1911.
- HARTLEY GRANT ROBERTSON, Greek.
A.B., University of Toronto, 1914.
- BEARDSLEY RUMML, Psychology.
S.B., Dartmouth College, 1915.
- CAROLA SCHROEDER RUST, German.
Ph.B., University of Chicago, 1912.
- ERNEST ERNSHEL SAYLES, Systematic Theology.
A.B., McMaster University, 1912; Th.B., *ibid.*, 1914.
- JOHN EDWARD SCHOTT, Chemistry.
S.B., University of Nebraska, 1914.
- OVID ROGERS SELLERS, Semitics.
A.B., University of Chicago, 1904; D.B., McCormick Theological Seminary, 1915.
- BENJAMIN ESTILL SHACKELFORD, Physics.
A.B., University of Missouri, 1912; A.M., *ibid.*, 1913.
- ELIZABETH SHERER, History of Art.
Ph.B., University of Chicago, 1914.
- FRED SMITH, Greek.
A.B., University of Chicago, 1909.
- LEWIS CARLYLE SORRELL, Political Economy.
A.B., Colgate University, 1911.
- PAULINE SPERRY, Mathematics.
A.B., Smith College, 1906; A.M., *ibid.*, 1908; S.M., University of Chicago, 1914.
- CLAUD CARL SPIKER, Romance.
A.B., West Virginia University, 1912.
- JOHN MARCELLUS STEADMAN, JR., English.
A.B., Wofford College, 1909; A.M., *ibid.*, 1912.
- BRUCE ADAM STICKLE, Geography.
S.B., University of Chicago, 1913.
- RALEIGH W. STONE, Sociology.
S.B., Valparaiso University, 1910; S.M., *ibid.*, 1913.
- GEORGE FRED SUTHERLAND, Physiology.
A.B., University of Illinois, 1913; A.M., *ibid.*, 1914.
- ALICE POST TABOR, German.
L.B., Swarthmore College, 1902; A.M., University of Chicago, 1913.
- VIVIAN OURAY TANSEY, Geology.
S.B., University of Chicago, 1913.
- BONNO TAPPER, German.
University of Göttingen; Iowa Teachers College.
- THOMAS ROTHWELL TAYLOR, Geography.
A.B., Swarthmore College, 1912; A.M., *ibid.*, 1913.
- ABRAM OWEN THOMAS, Geology.
Ph.B., State University of Iowa, 1904; S.M., *ibid.*, 1909.
- CHARLEY COOMBS TIDD, Household Administration.
A.B., University of Missouri, 1910; S.B., *ibid.*, 1910.
- WILLIAM ALBERT TILLEY, Church History.
A.B., McMaster University, 1910; Th.B., *ibid.*, 1912.
- CHARLES WELDON TOMLINSON, Geology.
A.B., University of Wisconsin, 1913; A.M., *ibid.*, 1914.
- ALEXANDER ARISTIDES VAZAKAS, New Testament.
A.B., University of New York, 1904; A.M., Columbia University, 1909.

- CHARLES EDWARD WATTS, Pathology.
S.B., University of Idaho, 1913.
- RICHARD WATKIN WATKINS, Anatomy.
S.B., Denison University, 1913.
- DORRANCE STINCHFIELD WHITE, Latin.
A.B., Bates College, 1907; A.M., University of Missouri, 1914.
- LAURA AMANDA WHITE, History.
A.B., University of Nebraska, 1904.
- LOIS WHITNEY, English.
S.B., University of Chicago, 1914.
- WALTER TICHNOR WHITNEY, Physics.
S.B., Pomona College, 1910; S.M., *ibid.*, 1912.
- ELIZA GREGORY WILKINS, Greek.
A.B., Wellesley College, 1900; A.M., *ibid.*, 1904.
- JAMES WILKINS, Systematic Theology.
A.B., University of Manitoba, 1911.
- THOMAS RUSSELL WILKINS, Physics.
A.B., McMaster University, 1912.
- ELIZABETH WILLSON, English.
Ph.B., University of Chicago, 1910; A.M., *ibid.*, 1914.
- WALTER BYRON WILSON, Geology.
A.B., University of Missouri, 1913; A.M., *ibid.*, 1914.
- ELMER HARRY ZAUGG, New Testament and Early Christian Literature.
A.B., Heidelberg University, 1903.

SCHOLARS APPOINTED FOR THE YEAR 1914-15

I. GRADUATE SCHOLARS

APPOINTED FOR EXCELLENCE IN THE WORK OF THE SENIOR COLLEGES

- LESTER ARONBERG, S.B., Chemistry.
- FLORENCE MARIE BARRETT, Ph.B., Romance.
- HOLLY REED BENNETT, S.B., Geology (resigned).
- PAUL CLARK BICKEL, Ph.B., Philosophy (resigned).
- EUNICE TEMPLE FORD, Ph.B., Psychology (resigned).
- FREDERICK WILBURN HIATT, S.B., Geography.
- MARGARET MAY HIGGINS, Ph.B., History (resigned).
- ALBERT CLAIRE HODGE, Ph.B., Political Economy.
- ABRAHAM HORVITZ, A.B., Greek.
- AMY GENEVIEVE KELTY, A.B., Latin.
- WILLIAM HYMEN KURZIN, S.B., Mathematics.
- ELIZABETH WILHELMINA MILLER, Ph.B., Household Administration.
- KENNETH POTTER MONROE, S.B., Chemistry (resigned).
- BERTHA LOUISE RISS, Ph.B., German.
- HOMER CLEVELAND SAMPSON, S.B., Botany.
- ELIZABETH SHERER, Ph.B., History of Art.
- LOIS WHITNEY, S.B., English.
- FRIEDA BERTHA ZEEB, Ph.B., Sociology.

II. SENIOR COLLEGE SCHOLARS

APPOINTED FOR EXCELLENCE IN THE WORK OF THE JUNIOR COLLEGES

ADOLPH O. KNOLL
 GUSTAV OTTO GOTTFRIED ARLT } German.
 JOHN GURNEY BURTT, Geology (resigned).
 CARYL CODY, Psychology.
 PAUL HAROLD DAUS, Physics.
 MARJORIE JOSEPHINE FAY, Latin.
 JOSEPH FISHER, History.
 ELIAS GORDON, Mathematics.
 BERTHA KAPLAN, Botany.
 FLORENCE GRIDLEY KNIGHT, Political Economy.
 LAWRENCE JOHN MACGREGOR, English (resigned).
 RUTH MANIERRE, Romance.
 ALMA MARGARET MERRICK, Greek.
 LYDIA ELEANOR QUINLAN, English.
 EDWARD RETICKER, Political Economy (resigned).
 ZONJA ELIZABETH WALLEN, Chemistry.

III. JUNIOR COLLEGE SCHOLARS

APPOINTED FOR EXCEPTIONAL ABILITY IN THE WORK OF THE FIRST YEAR

PAUL RICHARD ANDERSON.	MARJORIE DOROTHEA MANN.
ALFRED PAUL DORJAHK.	MOLLIE NEUMANN.
EMMER DAVIS EDWARDS.	AXEL OLSON.
WILLIS EUGENE GOUWENS.	HELEN ROXANA OLSON.
ARTHUR OSCAR HANISCH	FLORENCE MAY RYAN.
HENRY NEWTON INGWERSEN.	JENNIE CORNELIA TENCATE.
JEANNETTE JACOBS.	LEAH GERTRUDE TENCATE.
MARGARET MACKAY LAUDER.	ABRAHAM JOSEPH WEINBERG.
JOSEPH LEVIN.	SIDNEY MAURICE WEISMAN.
ABO LIPMAN (resigned).	

IV. COLLEGE OF COMMERCE AND ADMINISTRATION SCHOLARS

APPOINTED FOR EXCELLENCE IN THE WORK OF THE COLLEGE OF COMMERCE AND ADMINISTRATION

DONALD PRITCHETT BEAN.	ALEXANDER FREDRICK NORTH.
HELENE REBECCA EVANS.	EDWIN DAVID WOLFNER.
ADRIAN RIENZI MCFARLAND.	

SPECIAL AND PRIZE SCHOLARS

JESSIE MACDONALD } Florence James Adams Prize.
 OLIVE KAY MARTIN }
 SALLIE STERLING RUST, Enos M. Barton Scholarship.
 MABEL CHARLOTTE ISEB, Permelia Brown Scholarship.
 EVA MARIE RICHOLSON, Permelia Brown Scholarship.

HARRIET WINIFRED JONES, Colby Scholarship.
 DOROTHEA ANNA BUNGE, Colby Scholarship.
 HANNA MATILDA BUNGE, Colby Scholarship.
 HELEN DEANE INNES, Colby Scholarship.
 FRANCIS THOMAS WARD, Conference Medal for excellence in Athletics and Scholarship.
 JOHN GURNEY BURTT, John Crerar Scholarship.
 JOHN NUVEEN, JR., John Crerar Scholarship.
 JEANETTE DURYEA HARVEY, Zwinglius Grover Scholarship.
 CHARLES OTIS LEE, Milo P. Jewett Prize.
 ALICE MARJORY WAITS, Kelly Scholarship.
 ISADOR MICHAEL LEVIN, Walter D. Löwy Scholarship.
 LOUISE AVERY, Henry C. Lytton Scholarship.
 MARION OUSLEY COLE, Marie J. Mergler Scholarship.
 JOSEPH EMMANUEL BILLMAN, Pillsbury Academy Scholarship.
 THADDEUS ELMORE ALLEN, Joseph Reynolds Scholarship.
 RUDOLPH JOHN ANSCHICKS, Joseph Reynolds Scholarship.
 ISRAEL ALBERT BARNETT, Joseph Reynolds Scholarship.
 ELMER NEWMAN BUNTING, Joseph Reynolds Scholarship.
 ROY ALLEN BURT, Joseph Reynolds Scholarship.
 EUGENE OPET CHIMENE, Joseph Reynolds Scholarship.
 JOSEPH KAISER COHEN, Joseph Reynolds Scholarship.
 DONALD LEWIS COLWELL, Joseph Reynolds Scholarship.
 LESTER REYNOLDS DRAGSTEDT, Joseph Reynolds Scholarship.
 HOWARD RAYMOND DRAKE, Joseph Reynolds Scholarship.
 WILLIAM RAYMOND MEEKER, Joseph Reynolds Scholarship.
 HERMAN LYLE SMITH, Joseph Reynolds Scholarship.
 MAUDE SLYE, Howard Taylor Ricketts Prize.
 JOHN WILLIAM CHAPMAN } Julius Rosenwald Prize.
 JOSEPH JULIAN AUGUSTUS }
 HARRY NATHANIEL WEINBERG, Scammon Scholarship.
 MILDRED DOROTHY LENDER } Lillian Gertrude Selz Scholarship.
 PAULINE ARNOLD LEVI }
 ROSE LEE, Elbert H. Shirk Scholarship.
 EVA OVERTON, Charles H. Smiley Scholarship.
 KATHERINE DEBORAH BIGGINS, Henry Strong Scholarship.
 FREDERICK MARION BYERLY, Henry Strong Scholarship.
 CHARLES FRANCIS GRIMES, Henry Strong Scholarship.
 LAWRENCE JOHN MACGREGOR, Henry Strong Scholarship.
 EDWARD RETICKER, Henry Strong Scholarship.
 ARTHUR EDWIN NORBERG, First } Harold H. Swift Scholarship.
 FRANK KATZIN, Second }
 MAUD ROMANA CAVANAGH, Fannie C. Talcott Scholarship.
 CLARE LUCRETIA DARST, Fannie C. Talcott Scholarship.
 ANNIE KATHLEEN HOOLE, Fannie C. Talcott Scholarship.
 HAZEL EVA KOCH, Fannie C. Talcott Scholarship.
 HELEN LOUISE DREW, William A. Talcott Scholarship.
 PAULINE SPERRY, William A. Talcott Scholarship.

JESSIE B. STRATE, William A. Talcott Scholarship.
SARA ALICE POLLOCK, William A. Talcott Scholarship.
AUGUSTUS KENT SYKES, Tilton Scholarship.
RUTH ROBERTSON ALLEN, University Scholarship.
LOIS ESTHER DAY, Katherine M. White Scholarship.
KATHERINE MACMAHON, Katherine M. White Scholarship.
MARGARET TERRELL PARKER, Katherine M. White Scholarship.

UNIVERSITY MARSHALS, 1914-15

LAWRENCE JOHN MACGREGOR (*Head Marshal*)

DAN HEDGES BROWN	LAURENCE E. SALISBURY
ROWLAND HERBERT GEORGE	LAURENS C. SHULL
CHARLES FRANCIS GRIMES	DENTON H. SPARKS
JAMES OLIVER MURDOCK	JAMES WARREN TUFTS
PAUL SNOWDEN RUSSELL	

UNIVERSITY AIDES, 1914-15

JULIA O. DODGE	RUTH MANIERRE
MARJORIE FAY	ALMA MARIE PARMELE
MARGARET LAMBERT HANCOCK	RUTH PROSSER
ELSIE BELLE JOHNS	RUTH MARIE SANDBERG
KATHERINE KEITH	CLAIRE VOTAW

PART X
REGISTRATION OF STUDENTS

REGISTRATION OF STUDENTS, 1914-15

ABBREVIATIONS.—ACADEMIC RECORD.—In the statement of academic record, U. = University; C. = College; S. = School; Sm. = Seminary; Hs. = High School; A. = Academy; Inst. = Institute (or Institution).

PERIOD OF RESIDENCE.—*s* = Resident during Summer Quarter, 1914; *a* = Resident during Autumn Quarter, 1914; *w* = Resident during Winter Quarter, 1915; *sp* = Resident during Spring Quarter, 1915.

† = Graduate students studying abroad.

In the list of subjects following the academic record the principal subject is placed first; (fel.) indicates "fellow" in department.

NOTE.—The naming of a degree not followed by the name of an institution in parentheses is understood to mean a degree conferred at the University of Chicago.

Where no state is mentioned, Illinois is understood.

THE GRADUATE SCHOOLS OF ARTS, LITERATURE, AND SCIENCE

I. DOCTORS OF PHILOSOPHY PURSUING SPECIAL COURSES

- Beers, Ethel Ella, *s*, Chicago. A.B. '97; Ph.D. '12. Latin, Greek.
- Beggs, Gertrude Harper, *a*, University Park, Colo. A.B. (U. of Denver) '93. Ph.D. (Yale U.) '04. Philosophy.
- Conant, Carlos Everett, *s*, Chattanooga, Tenn. A.B. (Lawrence C.) '92; Ph.D. '11. Sanskrit, German.
- Dover, Mary Violette, *s*, Petersboro, Can. A.B. (McGill U.) '98; S.M. (*ibid.*) '00; Ph.D. (Breslau, Germany) '08. Physiology.
- Duncan, Carson Samuel, *s, a, w, sp*, Columbus, Ohio. A.B. (Wabash C.) '01; A.M. (Columbia U.) '05; Ph.D. '13. Political Economy.
- Ferguson, William Duncan, *s*, Mallet Creek, Ohio. D.B. (Oberlin Theological Sm.) '94; A.B. (*ibid.*) '97; Ph.D. '06. Education.
- Fertig, James Walter, *s*, Murfreesboro, Tenn. A.B. (U. of Nashville) '90; A.M. (*ibid.*) '91; Ph.D. '98. History.
- Fortney, Lorain, *s*, Milwaukee, Wis. A.B. (West Virginia U.) '96; Ph.D. (U. of Pittsburgh) '03. Political Economy.
- Frets, Clair William, *s*, Canton, Ohio. A.B. (U. of Wooster) '93; Ph.D. (*ibid.*) '03. Chemistry.
- Frizell, Arthur Bowes, *s*, McPherson, Kan. A.B. (Harvard U.) '93; A.M. (*ibid.*) '00; Ph.D. (U. of Kansas) '10. Mathematics.
- Hall, Arthur Jackson, *a, w, sp*, Richardsville, Va. A.B. (Richmond C.) '98; A.M. (*ibid.*) '99; Ph.D. '11. Philosophy.
- Hammond, Eleanor Prescott, *sp*, Chicago. Ph.D. '98. Romance.
- Hulbert, James Root, *a, w*, Chicago. A.B. '07; Ph.D. '12. English.
- Jaack, Emma Gertrude, *s*, Hinsdale. L.B. (U. of Wisconsin) '03; A.M. (U. of Illinois) '08; Ph.D. (*ibid.*) '10. Romance.

- Jensen, Gerhard H., *s*, Chicago. S.B. (Cornell U.) '99; Ph.D. '06. Botany.
- Jones, Florence Nightingale, *a, w*, Chicago. A.B. (Oberlin C.) '83; A.M. (U. of Michigan) '91; Ph.D. '03. Romance.
- Juchhoff, Frederick, *s*, Kansas City, Mo. Ph.B. (Kansas City U.) '09; A.M. (*ibid.*) '09; Ph.D. (*ibid.*) '11. Political Economy.
- King, Jessie Luella, *s*, Richmond, Ind. S.B. (Earlham C.) '04; Ph.D. (Cornell U.) '11. Physiology.
- Knight, Lee Irving, *s, a, w*, Chicago. A.B. (U. of Illinois) '01; S.B. '09; Ph.D. '13. Botany.
- Knott, Thomas Albert, *a*, Chicago. A.B. (Northwestern U.) '02; Ph.D. English.
- Krathwohl, William Charles, *a*, Buffalo, N.Y. A.B. (Harvard U.) '07; A.M. (Columbia U.) '10; Ph.D. '13. Mathematics.
- Lewis, Thomas Albert, *s*, Chicago. A.B. (William Jewell C.) '05; Ph.D. (Johns Hopkins U.) '10. Education.
- McGuigan, Hugh, *s*, Fargo, N.D. S.B. (North Dakota Agricultural C.) '98; Ph.D. '06. Physiology, Chemistry.
- McMania, John T., *sp*, Chicago. A.B. (Leland Stanford Junior U.) '97; A.M. (*ibid.*) '02; Ph.D. '04. Education, Philosophy.
- Milroy, Ina Annette, *s*, Detroit, Mich. Ph.D. (U. of Berlin) '04. Mathematics.
- Moore, Henrietta Evangeline, *a*, Portland, Ore. A.B. (U. of California) '96; L.M. (*ibid.*) '96; Ph.D. (Columbia U.) '04. General Literature.
- Newcomer, Charles Berry, *s, a*, Des Moines, Ia. A.B. (U. of Nebraska) '89; A.M. (*ibid.*) '90; Ph.D. (U. of Berlin) '99. Romance.
- Parks, William Benjamin, *a, w, sp*, Waco, Tex. S.B. (Texas Christian U.) '86; A.M. (*ibid.*) '90; Ph.D. (*ibid.*) '92. Chemistry.
- Pfeiffer, Wanda May, *a*, Chicago. S.B. '04; Ph.D. '08. Botany.
- Ramsay, Franklin Pierce, *s*, Omaha, Neb. A.B. (Davidson C.) '79; A.M. (*ibid.*) '82; Ph.D. '03. Semitics.
- Reames, Eleanor Elmore, *s*, New Orleans, La. A.B. (Sophie Newcomb C.) '05; A.M. (*ibid.*) '07; Ph.D. (*ibid.*) '13. Physics.
- Smith, Frances Grace, *s*, Springfield, Mass. A.B. (Smith C.) '93; A.M. (*ibid.*) '00; Ph.D. '06. Botany.
- Smith, Newland Farnsworth, *s*, Olivet, Mich. Ph.B. (Northwestern U.) '92; Ph.D. '09. Physics, Mathematics.
- Sunne, Dagney Gunhilds, *s*, Minneapolis, Minn. A.B. (U. of Minnesota) '01; S.M. (*ibid.*) '05; Ph.D. '09. Philosophy, Psychology.
- Tashiro, Shiro, *a*, Satsuma, Japan. S.B. '09; Ph.D. '12. Physiological Chemistry.
- Tolman, Judson Allen, *s*, El Paso, Tex. A.B. '00; A.M. '03; Ph.D. '11. Latin, Greek.
- Weidensall, Clara Jean, *w*, Chicago. A.B. (Vassar C.) '03; Ph.D. '10. Anatomy.
- Wyckoff, Charles Truman, *s*, Peoria. A.B. (Knox C.) '84; A.M. (*ibid.*) '87; Ph.D. '97. History.
- Zimmerman, Marie, *s*, Port Huron, Mich. A.B. (U. of Michigan) '02; Ph.D. '13. German.

II. STUDENTS ADMITTED TO CANDIDACY FOR HIGHER DEGREES

NOTE.—Students are admitted to candidacy for higher degrees by vote of the Faculty on approval of the thesis subject and fulfilment of other conditions under the regulations.

Where the name of the student appears in the list with the degree of Ph.D. indicated, it will be understood that the degree was conferred during the academic year.

- Aase, Hannah Caroline, *s*, Elkpoint, S.D. A.B. (U. of South Dakota) '06; Ph.D. '14. Botany.
- Adams, Harold Stanard, *s, w*, Pittsfield, Mass. A.B. (Williams C.) '11. Chemistry.
- Aitchison, Alison Esther, *s*, Cedar Falls, Ia. S.B. (Iowa State U.) '07; S.M. '14. Botany.
- Albaugh, Mary Frances, *s*, Greencastle, Ind. A.B. (DePauw U.) '08; A.M. '14. German.
- Albright, Evelyn May, *w*, Chicago. A.B. (Ohio Wesleyan U.) '98; A.M. (*ibid.*) '00. English.
- Aldrich, Frank Richardson, *s*, Abilene, Kan. A.B. (Washburn C.) '04. Education.
- Alexander, Charles Ivan, *s*, Fort Worth, Tex. S.B. (U. of Texas) '02. Mathematics.
- Allen, Thomas George, *s, a, w*, Chicago. A.B. (Beloit C.) '09; Ph.D. '15. Semitics (fel.).
- Altman, Beulah Lillian, *s*, Emporia, Kan. A.B. (Emporia C.) '05; A.M. '14. Romance.
- Anderson, Olaf Bang, *a, w, sp*, Jeffers, Minn. A.B. (U. of Minnesota) '13; A.M. '15. Education.
- Apel, Paul Herman, *s, a*, Chicago. Ph.B. '12. Political Economy.
- Arneson, Inga Elena, *a, w, sp*, Watson, Minn. Ph.B. (Hamline U.) '00; A.M. '15. History.
- Atwater, Richard Tupper, *a, w, sp*, Chicago. A.B. '10. Greek.
- Atwood, Jane Kellogg, *a*, Chicago. A.B. '05. Geography.
- Ayres, Elizabeth Ferman, *s, a, w, sp*, Chicago. A.B. '12; A.M. '15. Latin.
- Ayres, Ira Hubert, *s*, Bay City, Tex. A.B. (Southwestern U.) '11. Chemistry.
- Babcock, Christine Bell, *a, w, sp*, Chicago. A.B. (Smith C.) '13; A.M. '15. Latin.
- Bacon, Margaret Gray, *a, w, sp*, Chicago. Ph.B. '12. Sociology (fel.).
- Balduf, Emery Winfield, *s*, Tiffin, Ohio. Ph.B. (Heidelberg U.) '10; A.M. '13. German.
- Ballenger, Thomas Lee, *s*, Mangum, Okla. Ph.B. '13; A.M. '14. History.
- Barrett, Florence Marie, *a, w, sp*, Chicago. Ph.B. '14; A.M. '15. Romance.
- Bast, Theodore Hieronymus, *s*, Rockfield, Wis. A.B. (Ripon C.) '12. Philosophy.
- Bender, Marie Safford, *a, w, sp*, Camden, N.Y. A.B. (Swarthmore C.) '14. Mathematics.
- Beneke, Herman Henry, *s*, West Alexandria, Ohio. A.B. (Miami U.) '09; A.M. '12. Sociology.
- Bengtson, Caroline, *w*, Chicago. A.B. (U. of Nebraska) '03; Ph.M. '10. Political Economy.

- Bengtson, Ida Albertine, *a, w*, Harvard, Neb. A.B. (U. of Nebraska) '03; S.M. '13. Bacteriology.
- Beyle, Herman Carey, *s, a, w*, Franklin, Ind. A.B. (Central C. of Iowa) '12. Political Science (fel.).
- Blake, Anna Harriet, *a, w, sp*, Cleveland, Ohio. A.B. (Vassar C.) '12; A.M. '14. Latin (fel.).
- Bland, Rose, *s*, Normal. A.B. (U. of Illinois) '08. Education.
- Blount, Elmina Louise, *w, sp*, East Point, Ga. Ph.B. '14. Sociology.
- Bogard, Augustus, *s*, Big Rock, Tenn. A.B. (Bethel C.) '96; A.B. '08. Mathematics.
- Booth, Bertha Ellis, *w*, Hamilton, Mo. A.B. (Drury C.) '03; A.M. (U. of Wisconsin) '11; Ph.D. '15. Latin.
- Bowers, Albert Gordon, *s*, Salt Lake City, Utah. A.B. (Leland Stanford Junior U.) '13; S.M. '14. Pathology.
- Boyce, Arthur Clifton, *s, a*, Tuscola. Ph.B. (Lafayette C.) '07; A.M. (U. of Illinois) '11. Education.
- Braafladt, Louis Henry, *s*, Belview, Minn. A.B. (Luther C.) '06; S.M. '14. Anatomy.
- Brewer, Thomas Smith, *a, w, sp*, Whiteland, Ind. Ph.B. (Franklin C.) '11; A.M. '15. History.
- Bridges, Helen Frances, *s*, Kansas City, Mo. S.B. in Ed. (U. of Missouri) '06; A.B. (*ibid.*) '07. Psychology.
- Brown, Denton Jacobs, *a, w, sp*, East Berlin, Pa. A.B. (U. of Texas) '10; A.M. (*ibid.*) '12. Chemistry.
- Brown, Frances Grace, *a, w, sp*, Newport, Tenn. A.B. (Lake Erie C.) '11; A.M. '15. Latin.
- Brunemeier, Edward Herman, *s*, Hubbard, Ia. S.B. '13; S.M. '14. Physiology.
- Buchholz, John Theodore, *s*, Conway, Ark. A.B. (State U. of Iowa) '09; S.M. '14. Botany.
- Burcham, Frank, *s*, Fayette, Mo. Ph.B. (Central C.) '95; S.M. '14. Mathematics.
- Burney, Margaret Sue, *s*, Green Forest, Ark. A.B. (U. of Arkansas) '04. Mathematics.
- Burroughs, Glenn Vernon, *s, a, w, sp*, Ione, Ore. S.B. (Whitman C.) '09; A.M. '12. History.
- Burwash, Edward Moore, *a, w, sp*, Toronto, Can. A.B. (U. of Toronto) '93; A.M. (*ibid.*) '97; Ph.D. '15. Geology.
- Byrn, Howard Willard, *s*, Georgetown, Ind. A.B. (Indiana State Normal S.) '11. Latin.
- Cady, Gilbert Haven, *w*, Chicago. A.B. (Northwestern U.) '05; A.M. (*ibid.*) '10. Geology.
- Caldwell, Joseph Stuart, *s*, Jefferson City, Tenn. A.B. (Maryville C.) '02; A.M. '04; Ph.D. '14. Botany.
- Callis, Henry Arthur, *a*, Chicago. A.B. (Cornell U.) '09. Pathology.
- Cameron, Angus Loverne, *s*, Hamilton, Ind. A.B. (Indiana U.) '13; S.M. '14. Pathology.
- Campbell, John William, *s, a, w, sp*, Scotch Block, Can. A.M. (Queens U.) '13; Ph.D. '15. Mathematics (fel.).

- Carman, Joel Ernest, *sp*, Cincinnati, Ohio. S.B. (Simpson C.) '01; M.D. (Iowa State Normal S.) '03; Ph.D. '15. Geology, Paleontology.
- Carpenter, Allen Fuller, *s, a, w, sp*, Hastings, Neb. A.B. (Hastings C.) '01; A.M. (U. of Nebraska) '09. Mathematics (fel.).
- Carr, Muriel Bothwell, *s*, Madison, Wis. A.B. (McGill U.) '98; A.M. (*ibid.*) '00; A.M. (Radeliffe C.) '02. English.
- Carroll, Mollie Ray, *a, w, sp*, Chicago. Ph.B. '11; A.M. '15. Sociology.
- Carter, Minnie Luella, *s*, Mansfield, Ohio. Ph.B. (Oberlin C.) '98. German.
- Cavins, Lorimer Victor, *s*, Mattoon. A.B. (U. of Illinois) '06. English.
- Chandler, Turner Cleveland, *s, sp*, College Station, Tex. A.B. (Georgetown C.) '10; A.M. '15. English.
- Chinnappa, Shantappa Paul, *s*, Bangalore City, South India. A.B. (U. of Madras, South India) '07; L.T. (*ibid.*) '11; A.M. '14. Education.
- Christianson, Emma, *s*, Vermilion, S.D. A.B. (U. of South Dakota) '09; S.M. '11. Botany.
- Clark, George Lindenberg, *s*, Anderson, Ind. A.B. (DePauw U.) '14; S.M. '14. Chemistry.
- Clark, Robert Fry, *a, w, sp*, Topeka, Kan. A.B. (Oberlin C.) '02; A.M. '06. Sociology.
- Clarke, Ira Doup, *s*, Edinburg, Ind. A.B. (Butler C.) '12. Chemistry.
- Claycomb, George Black, *s*, Geneseo. Ph.B. (Adrian C.) '09; S.M. '14. Zoölogy.
- Clayton, Beverly Paul, *s, a, w, sp*, Conway, Ark. A.B. (Hendric C.) '14; A.M. '15. History.
- Cleveland, Catharine Caroline, *s*, Chicago. L.B. (U. of Wisconsin) '94; Ph.D. '14. English.
- Colby, Charles Carlyle, *s, sp*, Armada, Mich. S.B. '02. Geology.
- Cole, Ora Belle, *a, w, sp*, Keokuk, Ia. Ph.B. '12; A.M. '15. History.
- Coleman, Arthur Bert, *a, w, sp*, Lincoln, Neb. S.B. (U. of Nebraska) '14. Chemistry.
- Coleman, Clyde, *a, w, sp*, Victoria. A.B. (Williams C.) '09; A.M. (*ibid.*) '10. Chemistry (fel.).
- Coleman, Mary Boggs Gude, *s*, Chicago. Ph.B. '09; Ph.M. '10. History.
- Colman, George Tilden, *s*, Buffalo, N.Y. A.B. (Williams C.) '08; A.M. (*ibid.*) '09; Ph.D. '14. Philosophy.
- Coolidge, Walter Francis, *s*, Galesburg. A.B. (Knox C.) '99; A.M. (*ibid.*) '01. Mathematics.
- Coons, Grace Ogg, *s, a, w, sp*, A.B. (State U. of Kentucky) '05; A.M. '15. Mathematics.
- Cosand, Charles Elbert, *s*, Wichita, Kan. L.B. (Earlham C.) '96; A.M. '14. English.
- Cowper, Frederick Augustus Grant, *a, w, sp*, Lawrence, Kan. A.B. (Trinity C.) '06; A.M. (*ibid.*) '11. Romance (fel.).
- Cox, Ora Ellen, *s*, Logansport, Ind. Ph.B. in Ed. '10. History.
- Cragun, John Beach, *s, a*, Kingman, Kan. A.B. (Oberlin C.) '07. Education.
- Crawford, Clara Nadene, *s, a, w, sp*, Clarksdale, Mo. Ph.B. '11; A.M. '12. History.
- Cribbs, George Arthur, *a, w, sp*, Grove City, Pa. A.B. (Grove City C.) '10; A.M. (*ibid.*) '11; A.M. '15. History.

- Crosby, Elizabeth Caroline, *a, w, sp*, Petersburg, Mich. S.B. (Adrian C.) '10; S.M. '10; Ph.D. '15. Anatomy, Zoölogy (fel.).
- Cross, Jerome Orcutt, *s*, Pasadena, Cal. A.B. (U. of Utah) '08; A.M., '14. Education.
- Crowley, William Abraham, *s, a, w*, Lexington, Ky. A.B. (Transylvania U.) '07; A.M. (*ibid.*) '08; A.M. (Yale U.) '10. Philosophy.
- Cunningham, Horace Milton, *s*, Emporia, Kan. Ph.B. '11; A.M. '13. German.
- Currier, Grace May, *s*, Salix, Ia. A.B. (Northwestern U.) '11; A.M. '14. German.
- Curry, Garfield Allen, *s*, Royston, Ga. A.B. '10. Latin.
- Dage, Zu Chi, *s, a, w, sp*, Soochow, China. A.B. (U. of Maine) '14. Chemistry.
- Dawley, Almena, *a, w, sp*, Silver Creek, N.Y. A.B. (Oberlin C.) '12; A.M. '15. Political Economy.
- Densford, Katharine Jane, *a, w, sp*, Crothersville, Ind. A.B. (Miami U.) '14; A.M. '15. History.
- Deupree, Louie, *s*, Indianapolis, Ind. A.B. (Indiana U.) '10. English.
- Deutsch, Herman, *s, a, w, sp*, Cincinnati, Ohio. S.B. '10; S.M. '11; Ph.D. '15. Botany (fel.).
- Devin, Esther Louise, *a, w, sp*, Buchanan, Mich. Ph.B. '13; A.M. '15. German.
- Dines, Charles Ross, *sp*, Evanston. A.B. (Northwestern U.) '08; A.M. (*ibid.*) '09; Ph.D. '15. Mathematics.
- Doubt, Sarah Lucinda, *a, w, sp*, Chicago. S.B. (U. of Nebraska) '03; S.M. '08. Botany.
- Dowell, Martha Caroline, *a, w, sp*, McKinney, Tex. A.B. '05. Latin.
- Downman, Chauncey Herbert, *s*, West Springfield, Pa. A.B. (U. of Michigan) '08. Political Science.
- Drew, Helen Louisa, *a, w, sp*, St. Paul, Minn. A.B. (U. of Minnesota) '14; A.M. '15. English.
- Dunn, Charles Francis, *s, a, w, sp*, Melbourne, Ky. A.B. (State C. of Kentucky) '11. Education (fel.).
- Dupler, Alphaeus William, *s, a, w, sp*, Huntingdon, Pa. A.B. (Juniata C.) '12; S.M. '14. Botany.
- Eastman, Agnes Walton, *a, w, sp*, Framingham, Mass. A.B. (Mount Holyoke C.) '13. Mathematics.
- Eaton, Rachel Caroline, *a, w, sp*, Claremore, Okla. S.B. (Drury C.) '95; A.M. '11. History.
- Eckes, Charles Raymond, *a, w*, Helena, Okla. A.B. (U. of Oklahoma) '10. Geology.
- Edwards, Charles Richards, *a, w, sp*, Lincoln, Mo. S.B. (U. of Missouri) '12; A.M. '15. History.
- Eikenberry, William Lewis, *s, a, w, sp*, Chicago. S.B. (U. of Michigan) '04. Education.
- Elliott, Alvin Clarence, *a, w, sp*, Lexington, Ky. S.B. (State U. of Kentucky) '10. S.M. (*ibid.*) '13. English.
- Elliott, Chester Howard, *s*, Cambridge, Ohio. A.B. (Westminster C.) '09; S.M. '14. Anatomy.
- Elmer, Manuel Conrad, *s*, Monroe, Wis. S.B. (Northwestern C.) '11; A.M. (U. of Illinois) '12; Ph.D. '14. Sociology.

- Emerson, Gertrude, *s*, Chicago. Ph.B. '12. English.
- Erickson, J. Edward, *s*, Moorhead, Minn. A.B. (St. Olaf C.) '10; A.M. '12. Sociology.
- Eshleman, Joel David, *s*, Leaman Place, Pa. A.B. (Pennsylvania State C.) '13. S.M. '14. Mathematics.
- Eubank, Earle Edward, *a, w, sp*, Liberty, Mo. A.B. (William Jewell C.) '08. Sociology (fel.).
- Evans, Eldon Cobb, *w*, Oregon, Mo. A.B. (U. of Missouri) '10; A.M. (*ibid.*) '12. Political Science.
- Everhart, Thomas Ward Beecher, *a, w, sp*, Paris. A.B. (U. of Illinois) '96. Education.
- Ewing, Dwight Tarbell, *s, sp*, Grimes, Ia. S.B. (Parson C.) '11; S.M. '15. Chemistry.
- Fallwell, John Holman, *a, w, sp*, Salem, Va. A.B. (Roanoke C.) '14; A.M. '15. History.
- Faris, Ellsworth Eugene, *s*, Chicago. S.B. (Texas Christian U.) '94; A.M. (*ibid.*) '07; Ph.D. '14. Psychology.
- Field, Hazel Elizabeth, *s, a, w, sp*, Monticello, Ind. A.B. (Western C. for Women) '12; S.M. '15. Zoölogy.
- Finley, Charles William, *s*, Macomb. S.B. '10; S.M. '11. Zoölogy.
- Finner, Paul Frederick, *s, sp*, Cassville, Wis. Ph.B. (U. of Wisconsin) '11. Education.
- Fitzgerald, James Anderson, *s*, Pittsburgh, Pa. A.B. (Georgetown C.) '01; A.M. '07. Sociology.
- Flanagan, Zoe Ella Fisk Covici, *a, w, sp*, Chicago. Ph.B. '10; A.M. '14. English.
- Foster, Henry Albert, *s*, Dallas, Tex. A.B. (Yale U.) '07; A.M. '12. History.
- Foster, Mary Louise, *s*, West Roxbury, Mass. A.B. (Smith C.) '91; A.M. (*ibid.*) '12; Ph.D. '14. Physiology.
- Frost, Minnie Carfield, *s, a, w*, Louisville, Ky. A.B. (State U. of Kentucky) '08; A.M. (U. of Louisville) '10; S.M. '14. Botany.
- Fulkerson, Etta, *s*, Dallas, Tex. S.B. '13. Mathematics.
- Gaba, Meyer, *s*, Chicago. S.B. '07; S.M. '08; Ph.D. '14. Mathematics.
- Gaines, Ira Julian, *s, a, w, sp*, Madison, Ind. A.B. (Georgetown C.) '02; A.M. '15. Latin.
- Gaines, Walter Lee, *s, a, w, sp*, Crete. S.B. (U. of Illinois) '08; S.M. (*ibid.*) '10; Ph.D. '15. Physiology (fel.).
- Garrard, Beulah Mary, *s*, Mount Vernon, Ia. A.B. (Cornell C.) '10; A.M. '14. History.
- Garrison, Lora Linn, *s*, Pond Creek, Okla. A.B. (Oklahoma Christian U.) '08; A.M. (*ibid.*) '09. English.
- Gettys, Cora Margaret, *s, a, w, sp*, Chicago. A.B. '96; A.M. '15. History.
- Gewehr, Wesley Marsh, *s*, Chicago. Ph.B. '11; A.M. '12. History.
- Gilkeon, Rebecca Baxter, *s*, Mint Spring, Va. Ph.B. '04; A.M. '13. Sociology.
- Gilmer, Harold Wright, *a, w, sp*, Bloomington, Ind. A.B. (Monmouth C.) '04. Latin.
- Glatfelter, Edith Edna, *s*, St. Louis, Mo. A.B. (Washington U) '02; A.M. '04. Botany.

- Goebel, Ellen Louise, *a, w, sp*, St. Charles, Mo. A.B. (U. of Missouri) '12; S.B. (*ibid.*) '12; A.M. '15. German.
- Gooch, Wilby T., *s*, Waco, Tex. S.B. (Baylor U.) '06. Chemistry.
- Grant, Elmer Daniel, *s*, Houghton, Mich. A.B. (Colgate U.) '95; A.M. '97. Mathematics.
- Grant, James Richard, *s*, Fayetteville, Ark. A.B. (U. of Arkansas) '08; A.M. '14, Education.
- Gray, Clarence Truman, *s*, Austin, Tex. A.B. (Indiana U.) '04; A.M. '11. Education.
- Gray, Helen Louise, *a, w, sp*, Odebolt, Ia. S.B. (Coe C.) '08; A.M. '15. History.
- Gray, William Scott, *s, a, w, sp*, Coatsburg. S.B. in Ed. '13. Education.
- Greenfield, LeRoy Bethnel, *s*, Tonkawa, Okla. A.B. (U. of Oklahoma) '03; A.M. '05. English.
- Gregory, Homer Ewart, *a, w, sp*, Sunnyside, Wash. A.B. (Washington State C.) '14. Political Economy.
- Griffith, Dudley David, *a, w, sp*, Council Bluffs, Ia. A.B. (Simpson C.) '03. English (fel.).
- Grinstead, Wren Jones, *s*, Richmond, Ky. A.B. (State U. of Kentucky) '99. Education.
- Groves, James Frederick, *s, a, w, sp*, McLeansboro. A.B. (Ewing C.) '06; A.M. (*ibid.*) '08; S.M. '12; Ph.D. '15. Botany.
- Gunderson, Charles August, *s*, Red Wing, Minn. A.B. (Gustavus Adolphus C.) '05; S.M. '14. Botany.
- Haas, William Herman, *s*, Belleview, Ohio. A.B. '02. Geography.
- Hadsell, Sardis Roy, *s, a, w, sp*, Norman, Okla. A.B. (U. of Oklahoma) '04; A.M. (Harvard U.) '07. English.
- Hagenow, Charles Frederick, *s, a, w, sp*, Chicago. S.B. (U. of Nebraska) '00; A.M. (*ibid.*) '06. Physics.
- Hall, Ralph Edwin, *s, a, w, sp*, Long Beach, Cal. S.B. (Ohio Wesleyan U.) '07; S.M. (*ibid.*) '09. Chemistry (fel.).
- Hallam, Julia Clark, *s*, Chicago. A.M. (U. of Wisconsin) '81. Psychology.
- Hamer, Oliver Stuart, *s*, Waterloo, Ia. A.B. (Mount Morris C.) '13; A.M. '14. Education.
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- Lebensohn, James Eleazar, *w, sp*, Chicago. S.B. '14. Physiology.
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- McDonald, Amelia May, *a, w, sp*, Toledo, Ohio. Ph.B. (U. of Wooster) '12. Education.
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- McGibbon, Duncan Alexander, *sp*, Chicago. A.B. (McMaster U.) '08; Ph.D. '15. Political Economy, Political Science.
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- McLatchy, Josephine Harriet, *a, w, sp*, Moncton, N.B. A.B. (Acadia C.) '09; A.M. (*ibid.*) '13; A.M. '15. Education.
- McLaughlin, Margaret, *s*, St. Louis, Mo. A.B. (National Normal U.) '90; A.M. '05. English.
- Macmillan, John Duncan, *s*, Ontario, Can. A.B. (Queens U.) '10; A.M. '14. English.
- McWilliams, Robert Hugh, *s*, Washington, Kan. A.B. (Baker U.) '09; A.M. '13. History.
- Malone, Kemp, *s*, Cuthbert, Ga. A.B. (Emery C.) '07. English (fel.).
- Manuel, Herschel Thurman, *s, a, w, sp*, Greencastle, Ind. A.B. (DePauw U.) '09; A.M. '14. Education (fel.).
- Markle, Millard S., *s, a, w, sp*, Earlham, Ind. S.B. (Earlham C.) '10; S.M. '12. Botany (fel.).
- Marston, Vera Carolyn, *a, w*, Postville, Ia. A.B. (Cornell C.) '09. English.
- Martin, Alice Sarah, *s*, Chicago. Ph.B. '07; Ph.M. '09. History.
- Martin, Bertha Edith, *a, w, sp*, East Orange, N.J. A.B. (Mount Holyoke C.) '09; Ph.D. '15. Zoölogy, Anatomy (fel.).
- Masten, Bessie Isabel, *a*, Moline, A.B. (Randolph-Macon Woman's C.) '13; A.M. '14. History.
- Menten, Maud Leonora, *a, w, sp*, Forest, Can. A.B. (U. of Toronto) '04; M.D. (*ibid.*) '11. Physiology.
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- Michod, Else Edith Milner, *s, a, w, sp*, Chicago. Ph.B. '09; A.M. '15. Philosophy.
- Miller, Edward Alanson, *a, w, sp*, Oberlin, Ohio. A.B. (Oberlin C.) '97; A.M. '06; Ph.D. '15. Education (fel.).
- Miller, Elizabeth Wilhelmina, *a, w, sp*, East Chicago, Ind. Ph.B. in Ed. '14; A.M. '15. Household Administration.
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- Ryan, John P., *s, a, w, sp*, Grinnell, Ia. A.B. (Cornell C.) '02. English.
- Ryan, Lonnie Watterson, *s*, Morgantown, W.Va. S.B. (West Virginia U.) '11; S.M. '14. Chemistry.
- Satterthwait, Ella, *a, w*, Chicago. Ph.B. '08; Ph.M. '09. English.
- Sauer, Carl Ortwin, *a, w, sp*, Warrenton, Mo. A.B. (Central Wesleyan C.) '08. Geography (fel.).
- Saunders, Charles Winston, *s*, Shreveport, La. S.B. (U. of Missouri) '07; S.M. '11. Chemistry.
- Schley, Eva Ormenta, *s, a*, Topeka, Kan. S.B. '08; Ph.D. '14. Botany.
- Schmidt, William Anton, *s*, Wilbur, Wis. A.B. (Willamette U.) '09; A.M. (U. of Washington) '11. Education.
- Schmitt, Clara, *s*, Lowry City, Mo. A.B. (U. of Missouri) '05; Ph.D. '14. Education, Sociology.
- Schockel, Bernard Henry, *s*, Aurora, Ind. S.B. '11; S.M. '13. Geology.
- Schorling, Raleigh, *a*, Batesville, Ind. A.B. (U. of Michigan) '11. Education.
- Schottenfels, Ida May, *s*, Chicago. Ph.B. (Northwestern U.) '92; Ph.M. '95. Mathematics.
- Sears, Louis Martin, *w*, Chicago. A.B. '05; A.M. '09. History.
- Senior, James Kuhn, *s*, Cincinnati, Ohio. A.B. (Harvard U.) '11. Chemistry.
- Sharp, William Barnard, *s*, Nashville, Tenn. A.B. (U. of the South) '10; S.M. '14. Anatomy.

- Shelton, William Arthur, *s*, Adairsville, Ga. A.B. (U. of Georgia) '08; A.M. '12. Political Economy.
- Sherburn, George Wiley, *a, w, sp*, Montpelier, Vt. A.B. (Wesleyan U.) '06; A.M. (*ibid.*) '09; Ph.D. '15. English.
- Sherer, Elisabeth, *a, w, sp*, Chicago. Ph.B. '14; A.M. '15. History of Art.
- Sherwin, Proctor Fern, *s*, North Haven, Conn. A.B. (St. Lawrence U.) '12. English.
- Shull, Charles Albert, *s*, New Carlisle, Ohio. S.B. '05. Zoölogy.
- Slye, Maud, *s, a, w, sp*, St. Paul, Minn. A.B. (Brown U.) '99. Pathology.
- Smith, Bessie Lee, *a, w, sp*, Joliet. A.B. (Indiana U.) '12. Education.
- Smith, Charlotte Jewell, *s*, Aurora. S.B. (Smith C.) '08; A.M. '14. History.
- Smith, David Melville, *s*, Nashville, Tenn. A.B. (Vanderbilt U.) '05; A.M. (*ibid.*) '06. Zoölogy.
- Smith, Isabel Seymour, *s*, Oberlin, Ohio. A.B. (Oberlin C.) '01; S.M. '05. Botany.
- Smith, Joseph Nelson, *s*, Mount Olive. Ed.B. (Teacher's C., Illinois State Normal U.) '12; A.M. '14. Education.
- Smith, Larue Free, *s*, Fox Lake, Wis. S.B. (Allegheny C.) '07. Education.
- Snider, Luther Crocker, *a, w, sp*, Norman, Okla. A.B. (Indiana U.) '08; A.M. (*ibid.*) '09; Ph.D. '15. Geology, Paleontology (fel.).
- Sparkman, Maude, *s*, Lakeland, Fla. Ph.B. '07; A.M. '14. History.
- Sperry, Mabelle, *s*, Neodesha, Kan. S.B. (Kansas State Agricultural C.) '06. German.
- Sperry, Pauline, *a, w, sp*, Northampton, Mass. A.B. (Smith C.) '06; A.M. (*ibid.*) '08; S.M. '14. Mathematics.
- Stagner, Bert Allen, *s*, Hale, Mo. S.B. (U. of Missouri) '09; A.B. (*ibid.*) '10; A.M. (*ibid.*) '11; Ph.D. '14. Chemistry, Physics.
- Steinberg, Moses Elias, *a, w, sp*, Akkerman, Russia. S.B. (U. of California) '14. Physiology.
- Stephenson, Helen Florence, *a, w, sp*, Des Moines, Ia. A.B. (Oberlin C.) '11; A.M. '13. English (fel.).
- Stetson, Harlan True, *s, a, w, sp*, Evanston. Ph.B. (Brown U.) '08; S.M. (Dartmouth C.) '10. Astronomy.
- Stevens, David Harrison, *a, sp*, Chicago. A.B. (Lawrence C.) '06; A.M. (*ibid.*) '10; A.M. (Harvard U.) '12; Pd.D. '14. English.
- Stewart, Shirley Forrest, *s, a, w, sp*, Adams, Ind. A.B. (Indiana U.) '08; A.M. '14. Education.
- Stober, James Palm, *s*, Myerstown, Pa. S.B. (Bucknell U.) '98; S.M. (*ibid.*) '99; Ph.D. '14. Botany, Zoölogy.
- Stone, Herbert King, *s*, Evanston. A.B. (U. of Michigan) '05. Romance.
- Strate, Jessie B., *w, sp*, Cincinnati, Ohio. Ed.B. '08. Geography.
- Stuart, William, *s*, Townsend, Mont. A.B. (U. of Oklahoma) '08. Education.
- Swope, Ammon, *s*, Mount Morris. A.B. (Mount Morris C.) '12; A.M. '14. Education.
- Tabor, Alice Post, *a*, Charlotte, N.Y. L.B. (Swarthmore C.) '02; A.M. '13. German.
- Talbot, John Edgar, *a, w, sp*, Giltner, Neb. A.B. (Nebraska Wesleyan U.) '10. Education.

- Thrall, William Flint, *s, a, w, sp*, Lebanon. A.B. (Kendree C.) '01; A.M. (*ibid.*) '02; A.M. '15. English.
- Thurstone, Louis Leon, *s, a, w, sp*, Jamestown, N.Y. M.E. (Cornell U.) '12. Psychology.
- Todd, Clare Chrisman, *s*, Pullman, Wash. S.B. (Washington State C.) '06; Ph.D. '14. Chemistry, Physiology.
- Tredway, Helen, *a, w, sp*, Dubuque, Ia. A.B. (Bryn Mawr C.) '11; A.M. (*ibid.*) '12. Chemistry (fel.).
- Trimble, Harry Clyde, *s, a, w, sp*, Mount Auburn, Ia. A.B. (Cornell C.) '10. Chemistry.
- Turney, Jessie Martha, *s*, Painesville, Ohio. L.B. (Western Reserve U.) '99. English.
- Tyley, Florence Alice, *s*, Chicago. A.B. '09; A.M. '12. History.
- Ullrich, Fred Theodore, *s*, Normal. S.B. in Ed. '13; S.M. '14. Botany.
- van Andel, Hendrick Jan Gysbert, *a, w, sp*, Shelby, Mich. A.B. '14; A.M. '15. History (fel.).
- Vestal, Arthur Gibson, *a, w, sp*, Elmhurst. A.B. (U. of Illinois) '11; A.M. (U. of Colorado) '13. Botany (fel.).
- Visher, Stephen Sargent, *s, a, sp*, Forestburg, S.D. S.B. '09; S.M. '14; Ph.D. '14. Geography, Geology.
- Waldo, Karl Douglas, *s*, Rockford. A.B. (U. of Illinois) '06; A.M. '14. History.
- Walker, Ernest Gosser, *s*, Lebanon, Ind. A.B. (Indiana U.) '01. Education.
- Wang, Chi Che, *a, w*, Soochow, China. A.B. (Wellesley C.) '14. Chemistry.
- Warner, Rhoda Bridgeman, *a, w, sp*, Northampton, Mass. A.B. (Vassar C.) '14; A.M. '15. Mathematics.
- Watts, Charles Edward, *s, a, w, sp*, Juliaetta, Idaho. S.B. (U. of Idaho) '13. Physiology.
- Watts, Clyde Franklin, *a, w, sp*, Lancaster, Ky. S.B. '14; S.M. '15. Physiology.
- Weaver, Ray Bennett, *a, w, sp*, Pewaukee, Wis. A.B. (Carroll C.) '14. English.
- Webber, Walter Owen, *s, a, w, sp*, Chicago. A.B. (Defiance C.) '04; A.M. '08. History.
- Wedgworth, William Awtrey, *s, a, w, sp*, Fort Payne, Ala. Ph.B. '12. Sociology.
- Wellemeier, John Fletcher, *s*, Oklahoma City, Okla. A.B. (Clark City C.) '08; A.M. '14. Education.
- Wells, Mary Evelyn, *s*, Naugatuck, Conn. A.B. (Mount Holyoke C.) '04; S.M. '07. Mathematics.
- Whiteside, Mabel Kate, *a, w, sp*, Bellbuckle, Tenn. A.B. '02; A.M. '15. Greek.
- Whitney, Clayton A., *a, w, sp*, Chicago. S.B. '14. Geography.
- Whitney, Frederick Lamson, *s, a*, Osage, Ia. Ph.B. '06; A.M. '14. Education.
- Whitney, Lois, *a, w, sp*, Chicago. S.B. '14; A.M. '15. English.
- Wiley, Forbes Bagley, *s*, Kalamazoo, Mich. A.B. (Kalamazoo C.) '06; Ph.D. '14. Mathematics.
- Wilkins, Olive Agnes Cross, *s, a, w, sp*, Rochester, N.Y. A.B. (McMaster U.) '12. English.
- Williams, Sterling Price, *s, a, w, sp*, Hamilton, Tex. S.B. (Polytechnic C.) '08; A.M. (U. of Texas) '09. Philosophy (fel.).
- Willson, Elizabeth, *a, w, sp*, Topeka, Kan. Ph.B. '10; A.M. '14. English (fel.).

- Wilson, Stanley Davis, *s, a, w*, Topeka, Kan. A.B. (Wesleyan U.). '09; A.M. (*ibid.*) '10. Chemistry.
- Winne, Winifred Kimball, *a*, Chicago. S.B. '12; S.M. '14. Botany.
- Woodard, Elean, *s*, Payne, Ohio. A.B. '06; A.M. '13. Latin.
- Woodward, Henry Guy, *s*, Frankford, Mich. A.B. (U. of Michigan) '11; S.M. '14. Chemistry.
- Wren, Mabel Elizabeth, *s*, Kincaid, Kan. Ph.B. (Ottawa U) '06; Ph.M. '10. Sociology.
- Yeaton, Chester Henry, *s, a, w, sp*, Richmond, Me. A.B. (Bowdoin C.) '08; A.M. (Harvard U.) '09. Mathematics (fel.).
- Young, James Reed, *a*, Deerfield, Ohio. A.B. (Leland Stanford Junior U.) '09. Education.
- Zabel, Hartie Emil, *s, a, w, sp*, Deer Creek, Minn. A.B. (German Wallace C.) '07; A.M. (U. of Minnesota) '13. German (fel.).
- Zeeb, Frieda Bertha, *a, w, sp*, Maywood. Ph.B. '14; A.M. '15. Sociology.
- Zook, Ephraim, Jacob, *s*, Goshen, Ind. Ph.B. (U. of Wooster) '01; A.M. '05. Sociology.
- Zook, Samuel Alpheus, *s*, Belleville, Pa. A.B. (U. of Michigan) '11; A.M. '14. Education.

MEN—288

WOMEN—149

TOTAL—437

III. STUDENTS NOT YET ADMITTED TO CANDIDACY FOR HIGHER DEGREES

NOTE.—Students are admitted to candidacy for higher degrees by vote of the Faculty on approval of the thesis subject and fulfilment of other conditions under the regulations.

- Abbot, Grace Mary Robertson, *s*, Venice, Cal. Ph.B. '09. Geology.
- Abernathy, Lewis Grover, *s*, Chillicothe, Mo. S.B. (Central C. of Missouri) '12; S.M. (*ibid.*) '13. Romance.
- Abernathy, Thomas Marietta, *s*, Pulaski, Tenn. A.B. (Peabody Normal C.) '04; A.M. (Columbia U.) '07. Romance.
- Abramovitch, William Morris, *a, w, sp*, Russia. Ph.B. '14. Psychology.
- Ackermann, Emma Catherine, *s*, Lockport. Ph.B. (U. of Michigan) '00. Mathematics.
- Acock, Winifred Mary, *s*, Terre Haute, Ind. AB.. (Franklin C.) '04. Latin.
- Adams, Eldredge Stevens, *s*, Atchison, Kan. A.B. (U. of Kansas) '12. Chemistry.
- Adams, June Loel, *s*, Chicago. Ph.B. '14. Botany.
- Adams, Una Doris, *s*, North Salem, Ind. A.B. (Indiana U.) '09. English.
- Adamson, William Herbert, *s*, Peterboro, Can. A.B. (Queens U.) '13; A.M. (*ibid.*) '14. Mathematics.
- Agate, William Richard, *s*, Chicago. D.B. (Drew Theological Sm.) '94; A.B. (Ohio Wesleyan U.) '01; A.M. (*ibid.*) '04; M.D. (U. of Illinois) '05. Political Economy.
- Aitken, Irene, *s*, Colorado Springs, Colo. A.B. (Colorado C.) '12. Latin.
- Albritton, Ben J., *s*, Jacksonville, Tex. A.B. (Jacksonville, Tex., C.) '01. Education.

- Alexander, Julia Florence, *s*, Wabash, Ind. Ph.B. '09. English.
- Alexander, Mary Belle, *s*, Vincennes, Ind. A.B. (Indiana U.) '08. English.
- Allen, Bernice, *w*, *sp*, Gurnee. Ed.B. '09; S.B. '09. Education.
- Allen, Edith Frances, *s*, Chicago. A.B. (U. of Missouri) '09; S.B. (*ibid.*) '09. Mathematics.
- Allison, Inga Marie Katrine, *s*, Fort Collins, Colo. Ed.B. '05. Chemistry.
- Allison, Walter Hearst, *a*, *w*, *sp*, St. James, Mo. A.B. (U. of Missouri) '15. Political Science.
- Almy, William Herbert, *a*, Harvey. S.B. (U. of Illinois) '11. Education.
- Alsop, Frank Elmer, *s*, Louisiana, Mo. A.B. (State Normal, Warrensburg) '12; S.B. in Ed (U. of Missouri) '13. Education.
- Ambrose, Grace Caroline, *sp*, Chicago. Ph.B. '12. English.
- Andersen, Emma Nathalia, *s*, Ames, Neb. A.B. (U. of Nebraska) '10; A.M. '13. Botany.
- Anderson, Carl Bernard, *a*, *w*, *sp*, Nebraska City, Neb. S.B. (U. of Washington) '12. Geology (fel.)
- Anderson, Charles Joseph, *s*, Brewster, Minn. Ph.B. (U. of Wisconsin) '11. Education.
- Anderson, Deborah Marie, *s*, Minneapolis, Minn. A.B. (U. of Minnesota) '05. Botany.
- Anderson, Ernest Broi, *s*, Mazeppa, Minn. A.B. (Gustavus Adolphus C.) '09. Education.
- Anderson, George Alfred, *s*, Ottawa, Kan. S.B. (Ottawa U.) '13. Chemistry.
- Anderson, John Albert, *a*, *sp*, Chicago. A.B. (Lake Forest C.) '97; A.M. (*ibid.*) '98. Anatomy.
- Anderson, Nettie Chase, *s*, Chicago. Ph.B., '05. English.
- Andrews, Bonnie, *w*, *sp*, Sisseton, S.D. A.B. (U. of Minnesota) '03; A.M. (*ibid.*) '09. Education.
- Appleman, Harvey Miles, *s*, South Bend, Ind. Ph.B. in Ed. '14. Education.
- Ariall, James Milton, *s*, Columbus, S.C. A.B. (Wofford C.) '00; A.M. (*ibid.*) '00. Latin.
- Arlitt, Ada Hart, *a*, *w*, *sp*, New Orleans, La. A.B. (Tulane U) '13. Psychology (fel.).
- Armstrong, Amy, *s*, Lathrop, Mo. A.B. (Baker U.) '08. Education.
- Armstrong, Byron K., *s*, Noblesville, Ind. A.B. (Indiana U.) '13. A.M. (Columbia) '14. Physics.
- Arnold, Lucy, *s*, Texarkana, Ark. A.B. (Randolph-Macon Woman's C.) '11. Mathematics.
- Aronberg, Lester, *s*, *a*, *w*, *sp*, Whiting, Ind. S.B. '14. Chemistry.
- Arville, Daisy Alison, *s*, Paola, Kan. A.B. (U. of Kansas) '96. Romance.
- Asgaard, Anna Antonia, *s*, Ishpeming, Mich. Ph.B. '13. German.
- Ashby, Clifford, *s*, Chicago. A.B. (U. of Utah) '10. Physiology.
- Atcherson, Lucile, *w*, Columbus, Ohio. A.B. (Smith C.) '13. Political Economy.
- Attig, Chester Jacob, *s*, Naperville. Ph.B. (Naperville C.) '08. History.
- Augur, Margaret Avery, *a*, *w*, *sp*, Chicago. A.B. (Barnard C.) '12. German.
- Ault, John Ora, *s*, Bennetts Switch, Ind. A.B. (Indiana U.) '10. Education.
- Ault, Otho Clifford, *s*, Ohio City, Ohio. A.B. (Defiance C.) '11. Political Economy.

- Aurianne, Augustine, *s*, New Orleans, La. A.M. (Tulane U.) '12. History.
- Axelson, Alma Mary, *s*, Moline. A.B. (Grinnell C.) '08. Latin.
- Axelson, Alphyld, *s*, Moline. A.B. (U. of Illinois) '11. English.
- Babcock, Earle Brownell, *sp*, Chicago. Ph.B. '03. Romance.
- Bach, Emma Ottilie, *s*, Chicago. (Swiss Teacher's Diploma) '08; A.M. (U. of Nebraska) '13. German.
- Bachman, John Herbert, *s, a, w, sp*, Chicago. A.B. (U. of Kansas) '09; A.M. (Northwestern U.) '10. German (fel.).
- Baer, Joseph Alva, *s*, Hiram, Ohio. Ph.B. (Hiram C.) '10. Education.
- Bailey, Percival, *s, a, w, sp*, Carbondale. S.B. '14. Anatomy.
- Bailey, William Arthur, *s*, Onarga. A.B. (Baker U.) '05. Education.
- Baird, Grace Jean, *s*, Urbana. A.B. (U. of Illinois) '06. Botany.
- Baker, Clara Hannah, *s*, Saratoga Springs, N.Y. Ph.B. (Cornell C.) '00. English.
- Baker, Edna Annie, *s*, Farley, Ia. A.B. (Cornell C.) '01; A.M. (*ibid.*) '04. English.
- Baker, Lily Gazelle, *s*, Manhattan, Kan. A.B. (U. of Kansas) '12. History.
- Balcar, Joseph Oliver, *a, w, sp*, Cedar Rapids, Ia. S.B. (Coe C.) '13. Anatomy.
- Ball, Lucy Austin, *a, sp*, Kansas City, Mo. A.M. (Central C.) '92; Ph.B. '15. English.
- Bandein, Orren Ivan, *s*, Noblesville, Ind. A.B. (Otterbein U.) '11. Chemistry.
- Barber, Carolyn Anna, *s*, Kalamazoo, Mich. A.B. (U. of Michigan) '02. English.
- Barber, Mabel Andrews, *s*, Paw Paw, Mich. A.B. (U. of Michigan) '03. History.
- Barber, William Harley, *s*, Ripon, Wis. A.B. (U. of Wisconsin) '01; A.M. (*ibid.*) '09. Physics.
- Bardrick, Ada May, *w, sp*, Indianola, Ia. A.B. (Simpson C.) '12. English.
- Barker, Augustus Lawrence, *s, a, w, sp*, Gadsden, Ala. S.B. (U. of Alabama) '10; S.M. (*ibid.*) '11. Chemistry (fel.).
- Barker, Eva Pearl, *a*, Chicago. Ph.B. '12. Sociology.
- Barker, Garl Hale, *s*, Decatur. A.B. (Indiana State Normal S.) '13. Geography.
- Barkley, Grace, *s*, Henrietta, Mo. A.B. (U. of Missouri) '07; S.B. in Ed. (*ibid.*) '12. English.
- Barnard, Arthur Fairchild, *s*, Chicago. A.B. (Beloit C.) '93. Latin.
- Barnes, Helen Virginia, *s*, Lafayette, Ind. S.B. (Purdue U.) '12. Household Art.
- Barnes, Lannie Lumpkin, *s*, Montgomery, Ala. S.B. (U. of Alabama) '08. Home Economics.
- Barnes, Mabel Bonnell, *a, w, sp*, Greencastle, Ind. Ph.B. (DePauw U.) '03. Political Economy.
- Barr, William Francis, *s*, Des Moines, Ia. Ph.B. (Drake U.) '03; A.M. (*ibid.*) '07. Education.
- Barroll, Lucy, *s, a, w, sp*, Chicago. Ed. B. '09. Education.
- Bartholomew, Pearl Huff, *a*, Warren, Ind. A.B. (Indiana U.) '06. English.
- Bartlett, Adeline Courtney, *s*, Cedar Hill, Tenn. A.B. (Vanderbilt U.) '10. A.M. (*ibid.*) '10. English.
- Barton, Alvin Lester, *s*, Chicago. A.B. '00. History.

- Basinger, Harvey Raymond, *s, a, w, sp*, Pandora, Ohio. A.B. (Ohio State U.) '11. Physiology.
- Basinger, Matilda, *s, a*, Pandora, Ohio. A.B. (Western Reserve U.) '09. Botany.
- Bass, Ethel Vinton, *a, w, sp*, Annapolis, Md. A.B. (Goucher C.) '04. English.
- Bastone, Harry J., *s*, Calumet, Mich. S.B. (Alma C.) '08. Chemistry.
- Bate, William George, *s*, Stevens Point, Wis. A.B. (Ripon C.) '10. Education.
- Beall, Cornelia Morgan, *a, w, sp*, Indianapolis, Ind. Ph.B. '14. Political Economy.
- Beall, Yolande, *s*, Lake Bluff. A.B. (Northwestern U.) '12. Education.
- Bean, Harold Cedric, *s*, Portland, Ore. A.B. (U. of Oregon) '12. Physiology.
- Beaty, Eddie Ola, *s*, Palo Pinto, Tex. A.B. (Baylor C.) '12. Mathematics.
- Beck, Mabel, *a, w, sp*, Muncie, Ind. A.B. '12. History.
- Beck, Paul Henry, *s*, Beatrice, Neb. A.B. (Central Wesleyan C.) '12. Education.
- Bedell, Marguerite, *s*, Beaumont, Tex. A.B. (U. of Texas) '11. English.
- Beeson, Jesse Evan, *s*, Ogden, Utah. Ph.B. (DePauw U.) '88. Education.
- Behrman, Michael, *a*, Covington, Ky. M.D. (U. of Cincinnati) '03; A.B. (*ibid.*) '06. Bacteriology.
- Bell, Marie, *s*, Fremont, Neb. Ph.B. (U. of Wooster) '11. English.
- Bell, Talmon, *s*, Sterling, Kan. A.B. (Cooper C.) '95. Mathematics.
- Bennett, Claude, *s*, Brookhaven, Miss. A.B. (Trinity C.) '12. Education.
- Benson, Clarissa White, *s*, Chicago. A.B. (Wellesley C.) '94. Latin.
- Berghoff, Lewis Windthorst, *s*, Chicago. A.B. (Loyola U.) '12; A.M. (Boston C.) '13. Political Economy.
- Berky, Herbert Weller, *s*, Bally, Berks Co., Pa. A.B. (Princeton U.) '13. Chemistry.
- Berry, Frances Maude, *s*, Detroit, Mich. Ph.B. in Ed. '11. Education.
- Berry, Fred, *a, w, sp*, Columbus, Ohio. A.B. (Ohio State U.) '06; A.M. (*ibid.*) '13. Bacteriology (fel.).
- Berry, Jane Milhouse, *s, a, w, sp*, Atchison, Kan. Ph.B. '04; A.M. (Columbia U.) '13. History.
- Bevan, Arthur Charles, *a, w, sp*, Delaware, Ohio. S.B. (Ohio Wesleyan U.) '12. Geology.
- Bickham, Martin Hays, *s, a, w, sp*, Chicago. A.B. (U. of Pennsylvania) '08. Sociology.
- Billik, Cyril, *s*, Balkovitz, Volyn, Russia. Ph.B. '13. Anatomy.
- Bissett, Maude Adeline, *a, w, sp*, Winnipeg, Can. A.B. (U. of Manitoba) '09. Greek.
- Bjerken, Frederik Nikolai, *a*, Kindred, N.D. A.B. (U. of North Dakota) '13. Physiology.
- Bjorgo, Carl Walter, *sp*, Red Wing, Minn. A.B. (Luther C.) '07. Anatomy.
- Blachly, Clarence Dan, *s*, Delta, Colo. Ph.B. (Grinnell C.) '08. Sociology.
- Blachly, Madeleine St. Claire, *a, w*, Spring Valley. A.B. (Knox C.) '05. English.
- Blackwood, Oswald Hance, *a, w, sp*, Flushing, Ohio. A.B. (Boston U.) '00. Physics.
- Blaine, Harry Elmer, *s*, Monett, Mo. A.B. (Drury C.) '99. Education.
- Blair, Hale Boyer, *s*, Ottawa, Kan. S.B. (Ottawa U.) '12. Chemistry.
- Blake, Alice Edith, *s*, Sioux City, Ia. A.B. (Iowa State U.) '10. History.

- Blakey, Eleanor, *s*, Pleasanton, Kan. A.B. (U. of Kansas) '08. English.
- Bland, Walter Perry, *s*, Jolietville, Ind. S.B. (Earlham C.) '10. Mathematics.
- Blankenship, Harry Alden, *sp*, Ironton, Ohio. A.B. (Marietta C.) '14. Political Economy.
- Blanton, Annie Webb, *s*, Denton, Tex. S.B. (U. of Texas) '99. English.
- Blayney, Cornelia Sayre, *s*, Wabash, Ind. A.B. (Indiana U.) '07. English.
- Bleck, Clara Catherine, *s*, Naperville. A.B. (Northwestern C.) '14. Romance.
- Blizzard, Alpheus W., *s*, Baltimore, Ohio. S.B. (Ohio U.) '13. Zoölogy.
- Block, Abraham Moses, *a, w, sp*, Chicago. Ph.B. '14. Sociology.
- Blossom, Mary Bates, *s*, Peoria. Ph.B. '09. German.
- Board, Willis Marvin, *s*, Georgetown, Tex. A.B. (Vanderbilt U.) '02. Political Economy.
- Bond, Otto Ferdinand, *s, a, w, sp*, Chicago. A.B. (Clark C.) '07; A.M. (Ohio State U.) '12. Romance (fel.).
- Borass, Julius, *s*, Northfield, Minn. L.B. (U. of Minnesota) '95; L.M. (*ibid.*) '98. Education.
- Bosworth, William Baeder, *a, sp*, Chicago. Ph.B. '14. Political Economy.
- Bothwell, Austin McPhail, *s, sp*, Winnipeg, Can. A.M. (Queens U.) '05. German.
- Bowden, Garfield Arthur, *s*, Waukegan. S.B. '13. Chemistry.
- Bowman, Charles Bronson, *s*, Naperville. A.M. (Northwestern C.) '99; D.B. (Drew Theological Sm.) '00. Sociology.
- Boyce, Elisabeth, *sp*, Chicago. A.B. (Vassar C.) '14. Sociology.
- Boyle, Helen Faith, *s*, Atchison, Kan. A.B. (Midland C.) '07. English.
- Bradfield, Helen C., *s, a, w, sp*, Grand Rapids, Mich. A.B. (Vassar C.) '06. Anatomy.
- Brand, Edna Virginia, *a, w*, Oak Park. Ph.B., '14. General Literature.
- Branom, Mendel Everett, *s, a*, Minier. Ed.B. (Illinois State Normal S.) '12. Geography.
- Brawley, Benjamin Griffith, *s*, Atlanta, Ga. A.B. '06. English.
- Bredehoff, Nellie Matilda, *s*, Danville. A.B. (U. of Illinois) '08; A.M. (*ibid.*) '11. English.
- Bredin, Elizabeth, *s*, Chicago. Ph.B. '13. Education.
- Bretz, Harry, *a, w, sp*, Chicago. A.B. (William Jewell C.) '04; A.B. '11. Romance.
- Brewer, Helen Richards, *w, sp*, Bozeman, Mont. A.B. (Grinnell C.) '88. History.
- Brickley, Luke Smith, *w, sp*, Lafayette, Ind. A.B. (Oberlin C.) '10. English.
- Briggs, Alice, *s*, Chicago. Ph.B. '05. Geography.
- Briscoe, Walter Matthew, *s*, Fayetteville, Ark. A.B. (Ouachita C.) '00. Romance.
- Bristow, Oliver Martin, *a, w*, Alton. A.B. (Lake Forest C.) '13. Political Economy.
- Brokaw, Clara Bertha Spohn, *a, w*, Chicago. S.B. '09. Geology.
- Brooks, Joseph Howard, *s*, Tutwiler, Miss. A.B. (Millsaps C.) '09; D.B. (Vanderbilt U.) '13. English.
- Brother, George Howard, *s*, Lincoln, Neb. S.B. (U. of Nebraska) '13; A.M. (*ibid.*) '14. Chemistry.

- Brown, Benjamin Warren, *s, a, w, sp*, Fargo, N.D. A.B. (Beloit C.) '07. Sociology.
- Brown, Claude Fletcher, *s*, Iowa Falls, Ia. A.B. (Indiana U.) '04. Education.
- Brown, Frank Emerson, *s, a, w, sp*, Garnett, Kan. S.B. '13. Chemistry.
- Brown, Hugh Everett, *s*, Mishawaka, Ind. A.B. (Indiana U.) '12; A.M. (*ibid.*) '13. Physics.
- Brown, Martha Elizabeth, *s*, Daytona, Fla. A.B. (Indiana U.) '96. English.
- Brown, Mary Wilmarth, *a, w, sp*, Chicago. A.B. (Bryn Mawr C.) '13. Bacteriology.
- Brown, Ralph Lyman, *a, w, sp*, Cape Girardeau, Mo. A.B. (U. of Missouri) '13. Chemistry.
- Brown, Robert Wesley, *a, w, sp*, Chicago. S.B. (Northwestern U.) '11. Physiology.
- Brown, William Salem, *s*, Kennett, Mo. S.B. (U. of Missouri) '08; A.B. (*ibid.*) '11. Education.
- Brownlee, John Arthur, *s*, Concordia, Kan. A.B. (Haverford C.) '12. Education.
- Brubaker, Chester Jonathan, *s*, Madisonville, Ohio. A.B. (Miami U.) '09. Chemistry.
- Bryan, Eva May, *s*, Greensboro, N.C. A.B. (Syracuse U.) '99; A.M. (*ibid.*) '07. Romance.
- Bubeck, Allan Franklin, *s*, Schuylkill Haven, Pa. Ph.B. (Dickinson C.) '13. German.
- Buchanan, John Hall, *s*, Ames, Ia. S.B. (Iowa State C.) '11. Chemistry.
- Buddenberg, Rahl Stanley, *a*, Ottawa, Kan. S.B. (Central Wesleyan C.) '11. Physics.
- Buell, Ella Louise, *a*, Chicago. Ph.B. '14. Geology.
- Buhrman, Carrie Eyster, *s*, Gala, Va. A.B. (Randolph-Macon C.) '10. English.
- Bullock, Florence Wingfield, *a*, El Paso, Tex. A.B. (U. of Illinois) '07; A.M. (Columbia U.) '14. History.
- Burget, George Emanuel, *a, w, sp*, Kempton, Ind. A.B. (Indian State Normal S.) '14. Physiology.
- Burkhard, Oscar Carl, *s*, Minneapolis, Minn. A.B. (U. of Minnesota) '01; A.M. (*ibid.*) '04. German.
- Burkholder, Eliza Catherine, *s*, Fort Scott, Kan. Ph.B. '11. History.
- Burlack, Eda, *s*, Jackson, Miss. A.B. (Mississippi Industrial Inst. and C.) '13. Geology.
- Burnham, Josephine May, *s*, Wellesley, Mass. Ph.B. '01. Psychology.
- Burns, Harry Garfield, *s*, Pocatello, Idaho. S.B. '06. Education.
- Burt, Frederick Arthur, *s*, East Lansing, Mich. S.B. (Colgate U.) '08. Geology.
- Burton, Alonzo Carroll, *s*, Bowling Green Ky. Ph.B. in Ed. '12. Education.
- Burton, Ernest Richmond, *sp*, Oak Park. A.B. (U. of Michigan) '13. Sociology.
- Busch, William, *s*, St. Paul, Minn. (U. of Louvain, Belgium) '13. History.
- Buswell, Guy Thomas, *w, sp*, York, Neb. A.B. (York C.) '13. Psychology.
- Butcher, Ralph Emerson, *s*, Winchester, Ind. S.B. (Valparaiso U.) '06; A.B. (Indiana U.) '11. Education.
- Butler, Craig Dunn, *a, w, sp*, Aledo. S.B. (Earlham C.) '14. Physiology.
- Butler, William Joseph, *sp*, Chicago. S.B. '15. Pathology.

- Buttolph, Leroy James, *s*, Harvard, Mich. A.B. (Kalamazoo C.) '13. Chemistry.
- Byrne, Lee, *s*, Mobile, Ala. A.B. (U. of Illinois) '98; A.M. '99. Latin.
- Cabell, Elvira Daniel, *s*, Chicago. Ph.B. '02. English.
- Cable, John Ray, *a, w, sp*, Drexel, Mo. A.B. (U. of Missouri) '13; S.B. in Ed. (*ibid.*) '13.
- Cadwell, Sidney Marsh, *a, w, sp*, Chicago. S.B. '14. Chemistry.
- Cairns, Clifford Albert, *s*, Appleton, Minn. S.B. (Grinnell C.) '11. Education.
- Caldwell, David Charles, *s*, Louisville, Ky. A.B. (Middlebury C.) '05; A.M. (*ibid.*) '06. Physiology.
- Caldwell, George Thomas, *s, w, sp*, Columbus, Ohio. A.B. (Ohio State U.) '10; A.M. (*ibid.*) '13. Anatomy.
- Calvin, Katherine, *s*, Meadville, Pa. A.B. (Allegheny C.) '97. English.
- Calvin, Louise, *sp*, Meadville, Pa. A.B. (Allegheny C.) '01. Romance.
- Camenisch, Sophia Catherine, *s*, Chicago. Ph.B. '09. English.
- Campbell, Edna Fay, *s, a, w, sp*, Chicago. A.B. '02. Geography.
- Campbell, Fanchen Leota, *s*, Chicago. A.B. (Northwestern U.) '12. Latin.
- Canning, John Bennet, *s, a, w, sp*, Oklahoma City, Okla. Ph.B. '13. Political Economy.
- Caparo, Joseph Angel, *s*, Notre Dame, Ind. C.E. (Notre Dame U.) '08; S.M. (*ibid.*) '09; Ph.D. (*ibid.*) '13. Mathematics.
- Capps, Mary Eleanor, *s*, Jacksonville. A.B. (Illinois C.) '12. German.
- Carlock, Mary Madeline, *s*, Chicago. A.B. '07. English.
- Carlson, Harry Ellsworth, *s*, Moline. Ph. B. in Ed. '14. Education.
- Carlson, Edward Samuel, *a, w, sp*, Lindsborg, Kan. A.B. (Bethany C.) '12. Anatomy.
- Carother, Willis Herbert, *s*, Emporia, Kan. A.B. (U. of Kansas) '06. Education.
- Carpenter, Delma Rae, *s*, Salem, Va. A.B. (Roanoke C.) '08; A.M. (Princeton U.) '09. Mathematics.
- Carr, Francis Easton, *s, a, w, sp*, Oberlin, Ohio. A.B. (Oberlin C.) '06; S.B. (U. of Washington) '08; Astronomy (fel.).
- Carr, Wilbert Lester, *a, w, sp*, Chicago. A.B. (Drake U.) '98; A.M. (*ibid.*) '99. Latin.
- Carrico, Mamie Leola, *s*, Ashmore. S.B. '14. Physiology.
- Carroll, George William, *s*, Memphis, Tenn. A.B. (U. of Nashville) '08. Chemistry.
- Carson, Edwin Ramsey, *s*, Oakdale. A.B. (Geneva C.) '10. Physics.
- Carter, Earl Dwight, *s*, Peck, Kan. A.B. (Friends' U.) '13. Education.
- Cartledge, Groves Howard, *s*, Athens, Ga. A.B. (Davidson C.) '11; A.M. (*ibid.*) '11. Chemistry.
- Cary, Charles Aaron, *s* Chicago. S.B. '11. Physiology.
- Cary, William Ernest, *a, w, sp*, Gansevoort, N.Y. S.B. (Earlham C.) '12. Physiology.
- Caseley, Anna, *s*, Richmond, Ind. A.B. (Earlham C.) '11. Education.
- Casey, Elizabeth, *s*, Chicago. Ph.B. '06. Romance.
- Castleman, Reginald Saxon, *a, w, sp*, Chicago. Ph.B. '14. History (fel.).
- Cavanagh, Maud Romana, *s*, Rockford. A.B. (Rockford C.) '13. Latin.

- Cell, Lottie Katherine, *s*, Topeka, Kan. A.B. (Washburn C.) '08. Mathematics.
- Chamberlain, Elizabeth Leland, *a, w, sp*, Des Moines, Ia. A.B. (Mount Holyoke C.) '14. Political Economy.
- Chance, Sylvester, *s*, Rose Hill, Kan. A.B. (Friends' U.) '13. Education.
- Chandler, Steward, *sp*, Chicago. Ph.B. '12. Romance.
- Chase, Celia Mary, *s*, Omaha, Neb. Ph.B. '08. History.
- Cheadle, Queen, *s*, Chicago. Ph.B. '07. Political Science.
- Chen, Po, *a, w, sp*, Changsha, China. A.B. (Ohio State U.) '13; A.M. (U. of Pennsylvania) '14. Political Economy.
- Chien, Sung Shu, *s, a, w, sp*, Shanghai, China. A.B. (U. of Illinois) '14. Botany.
- Chiles, Eber Earl, *s*, St. Louis, Mo. A.B. (U. of Missouri) '10; S.B. in Ed. (*ibid.*) '12. English.
- Christensen, Herbert Harvey, *a, w, sp*, Jamestown, Kan. A.B. (Ottawa U.) '14. Anatomy.
- Church, Anna, *s*, Nebraska City, Neb. A.B. (U. of Nebraska) '00. English.
- Churchill, Earl Arthur, *a, w, sp*, Cedar Rapids, Ia. S.B. (Coe C.) '11. Chemistry.
- Cipriani, Charlotte Jane, *w*, Chicago. Ph.B. '97. Romance.
- Clark, Chester Charles, *s*, Comanche, Okla. A.B. (U. of Oklahoma) '10. Psychology.
- Clark, Georgia M., *s*, Garrettsville, Ohio. A.B. (U. of Michigan) '05; A.M. (*ibid.*) '13. English.
- Clark, Inez, *s*, Salt Lake City, Utah. A.B. (U. of Utah) '13. English.
- Clark, Nellie Elizabeth, *s*, Lincoln, Neb. A.B. (U. of Nebraska) '06. Botany.
- Clarke, Ford Stillman, *s*, Alfred, N.Y. Ph.B. (Alfred U.) '10. Sociology.
- Clawson, Benjamin J., *a*, Lawrence, Kan. A.M. (U. of Kansas) '11. Pathology.
- Claycomb, Nina Carter, *s*, Geneseo. Ph.B. (Adrian C.) '09. Household Art.
- Cleveland, Fay Loving, *a, w, sp*, Conneaut Lake, Pa. A.B. (Denison U.) '10. English.
- Clough, Flora Colby, *s*, Wichita, Kan. L.B. (Olivet C.) '96. English.
- Clover, Phoebe, *a, sp*, Chicago. S.B. '14. Zoölogy.
- Clum, George Victor, *s*, Mount Carroll. A.B. (Ohio State U.) '93; A.M. (U. of Wisconsin) '05. History.
- Coffman, Carl Flory, *a, w, sp*, Bridgewater, Va. A.B. (Northwestern U.) '11. Chemistry.
- Cohn, Edwin Joseph, *s, a, w, sp*, New York City, N.Y. S.B. '14. Zoölogy.
- Cole, Arden Barr, *s*, East Chicago, Ind. A.B. (Oberlin C.) '11. English.
- Cole, Robert McFarland, *s*, Glenview. S.B. (U. of Illinois) '13. Chemistry.
- Coleman, Lillian Edna, *s*, Des Moines, Ia. S.B. (Drake U.) '14. Home Economics.
- Colston, Jefferson Monroe, *s*, Fayetteville, Ark. A.B. (U. of the South) '12; A.M. (*ibid.*) '13. English.
- Comstock, Walter Phillips, *s*, Indianapolis, Ind. S.B. '11. Mathematics.
- Congdon, Randolph Thatcher, *s*, Albany, N.Y. A.B. (Syracuse U.) '00; A.M. (Harvard U.) '07. English.
- Conover, Lettie Lenore, *s*, Detroit, Mich. S.B. (U. of Michigan) '95. Botany.
- Conrath, Mary Olive, *s*, Lima, Ohio. Ph.B. '03. English.

- Converse, Rose Irvine, *s*, Atlanta, Ga. A.B. (Vassar C.) '06. History.
- Cook, Edward Albert, *a*, Madison, Wis. L.B. (U. of Wisconsin) '00. English.
- Cook, Guy Shimer, *a*, Greenville. A.B. (U. of Missouri) '12. Physics.
- Cook, Helen House, *s*, Oberlin, Ohio. A.B. (Oberlin C.) '07. Latin.
- Cooley, Fred Bonton, *s*, Fox Lake, Wis. A.B. (Allegheny C.) '08. Education.
- Coolidge, Helen Abernethy, *s*, Granite City. A.B. (Knox C.) '01. English.
- Coon, Anna Mary, *s*, Grand Island, Neb. A.B. (Grand Island C.) '11. Latin.
- Cooney, Ellyn Kelter, *s*, Chicago. A.B. '06. Sociology.
- Cooper, Homer Percival, *a, w, sp*, Birmingham, Ala. A.B. (Fisk U.) '11. Anatomy.
- Corbett, Virginia Harbert, *s*, Fort Collins, Colo. L.B. (State U. of Iowa) '93. English.
- Corbin, Charles Edgar, *s*, Huron, S.D. A.B. (Donae C.) '04; A.M. (Northwestern) '07. Mathematics.
- Corbin, Louise Muriel, *s*, Chicago. Ph.B. '13. German.
- Coulter, Merle Crowe, *s*, Chicago. S.B. '14. Botany.
- Counts, George Sylvester, *a, w, sp*, Baldwin, Kan. A.B. (Baker U.) '11. Education (fel.).
- Cowan, James Rise, *w, sp*, Lebanon, Ohio. S.B. '14. Geography.
- Cowper, Mary Octavine, *a, w, sp*, Lawrence, Kan. L.B. (Drury C.) '04. German.
- Cox, John Harrington, *s*, Morgantown, W.Va. Ph.B. (Brown U.) '97; A.M. (Harvard U.) '00. English.
- Cox, William Edward, *s*, Stanford University, Cal. A.B. (U. of Texas) '09; A.M. (*ibid.*) '10. Political Economy.
- Coxe, Warren Winfred, *s*, Fountain, Minn. S.B. (Dakota Wesleyan U.) '11. Philosophy.
- Craft, Chester Walter, *a*, Tanksley, Ky. A.B. (Georgetown C.) '11. English.
- Craig, Arthur Julius, *s*, Seymour, Ind. A.B. (Indiana U.) '12. Education.
- Crandall, Clayton Archie, *s*, Union City, Mich. A.B. (U. of Michigan) '08. Education.
- Cranston, Emmet Barnes, *s*, Canton, Ohio. S.B. (Muskingum C.) '09. Mathematics.
- Crawford, John Norris, *s, sp*, Palacios, Tex. A.B. (Trinity U.) '13. Physics.
- Crenshaw, Benjamin Franklin, *s*, Tama, Ia. A.B. (Yale U.) '07; A.M. (Leander Clark C.) '09. History.
- Critchlow, Maurice Martin, *a, w, sp*, Salt Lake City, Utah. A.B. (Princeton U.) '13. Zoölogy.
- Crook, Martha Loescher, *a, w, sp*, Denver, Colo. A.B. (U. of Denver) '03; A.M. (*ibid.*) '13. German.
- Cross, William Thomas, *s*, Chicago. A.B. (U. of Missouri) '08; A.M. (*ibid.*) '09. Sociology.
- Crout, Ray Durand, *s, a, w, sp*, Blue Island. A.B. (Ohio State U.) '04; A.M. (*ibid.*) '05. History.
- Culver, John Morton, *s*, Evansville, Ind. A.B. (Indiana U.) '95; A.M. (Cornell U.) '00. Education.
- Cumming, Allen Gordon, *a*, Ontario, Can. A.M. (Queens U.) '14. Greek.
- Cummings, Herbert Kimball, *s*, West Boylston, Mass. S.B. (Polytechnic Inst.) '10. Physics.

- Cummins, Louie Reynold, *s*, Chicago. A.B. '11. History.
- Cunningham, Emma Aurelia, *s*, Lafayette, Ind. S.B. (Purdue U.) '03; S.M. (*ibid.*) '04. History.
- Cunningham, Holly Estil, *s*, Lookout Mountain, Tenn. Ph.B. (Lebanon U.) '09; A.B. (*ibid.*) '10. Philosophy.
- Currie, George, *s*, Bloomington, Ind. A.B. (Indiana U.) '08; A.M. (*ibid.*) '11. Latin.
- Currier, Clark Payne, *a*, West Aurora. A.B. (Beloit C.) '14. History.
- Curry, Anne Blount, *a*, Tipton, Ind. A.B. (Butler C.) '07. Sociology.
- Curry, Charles Madison, *a*, Terre Haute, Ind. A.B. (Franklin C.) '91; A.M. (*ibid.*) '95. English.
- Curry, Jasper Warren, *sp*, Whiteland, Ind. Ph.B. in Ed. '15. Education.
- Curtis, Florence Myrle, *s*, Columbus Junction, Ia. A.B. (Iowa State Teachers C.) '13. English.
- Curtis, George Henry, *s*, Boise, Idaho. A.B. (U. of Idaho) '08. Philosophy.
- Cutler, Charles Edward, *s, a, w, sp*, Hanover. S.B. (Hanover C.) '09. Chemistry.
- Cuzzort, Belvia Ethel, *s*, English, Ind. A.B. (Indiana U.) '12; A.M. (*ibid.*) '13. English.
- Dabney, James Preston, *s*, Cadiz, Ky. A.B. (Georgetown C.) '12. Education.
- Dalgity, Ruby Isabelle Livingstone, *a, w*, Seattle, Wash. A.B. (U. of Washington) '10. Bacteriology.
- Dana, Marion Giffin, *w*, Keene, N.H. S.B. (Simmons C.) '09. Physiology.
- Dancy, Lloyd Slote, *s*, Waukesha, Wis. A.B. (U. of Illinois) '07; A.M. (*ibid.*) '08. Physics.
- Daniels, Pearl Margaret, *s, a, w, sp*, Chicago. Ph.B. '11. Philosophy (fel.)
- Darrow, Karl Kelchner, *s, a, w, sp*, Chicago. S.B. '11. Physics.
- Darst, Clare Lucretia, *s*, Warsaw, Ind. S.B. (Berlin C.) '02. English.
- Dart, Raymond Osborne, *s*, Kansas City, Kan. A.B. (U. of Kansas) '14. Pathology.
- Das, Rajani Kanta, *s, a, w, sp*, Dacca, India. S.B. (Ohio State U.) '10; S.M. (U. of Missouri) '11; A.M. (U. of Wisconsin) '12. Political Economy (fel.).
- Daugherty, Hazel Rosanna, *a*, Berkeley, Cal. L.B. (U. of California) '13. Household Administration.
- Davies, Earl Claudius Hamilton, *s*, Delaware, Ohio. A.B. (Ohio Wesleyan U.) '10; A.M. (*ibid.*) '11. Chemistry.
- Davies, Mary Lou, *s*, Fayetteville, Ark. A.B. (U. of Arkansas) '04. History.
- Davies, Raymond Evan, *a, w, sp*, Bement. A.B. (U. of Illinois) '14. Pathology.
- Davis, Harry Emerson, *s*, Brookville, Ohio. A.B. (Wittenberg C.) '14. Mathematics.
- Davis, Henry Campbell, *s*, Columbia, S.C. A.B. (South Carolina C.) '98. English.
- Davis, John Eustace, *s*, Liberty, Mo. A.B. (William Jewell C.) '07. Physics.
- Davis, Mary, *a*, Lynchburg, Va. A.B. (Randolph-Macon Woman's C.) '11. English.
- Davis, Melvin Knolen, *s*, Bedford, Ind. A.B. (U. of Indiana) '14. Geography.
- Davis, Opal, *s*, El Paso, Ark. A.B. (U. of Arkansas) '10. Latin.
- Davis, Webster, *s*, Winona, Minn. S.B. (Albion C.) '01. Chemistry.

- Davison, Leslie Leroy, *s*, Eureka. A.B. (U. of Colorado) '08; A.M. (U. of Wisconsin) '10. Political Economy.
- Dean, Charles Ross, *s*, Rensselaer, Ind. A.B. (Indiana U.) '10. History.
- DeHoff, Leon, *s*, Smithsburg, Md. A.B. (Franklin and Marshall C.) '05. Mathematics.
- DeLaganean, Alice Blanche, *s*, Chicago. A.B. '02. Sociology.
- DeLay, Florence Grace, *s*, Kansas City, Mo. A.B. (U. of Kansas) '11. English.
- Delcamp, Ernest Woodruff, *s*, Lexington, Ky. A.B. (Transylvania U.) '07; A.M. (*ibid.*) '09. Latin.
- Delson, Solomon Menahem, *s*, Chicago. Ph.B. '07. Romance.
- Dement, Nonie Eleanor, *w, sp*, Chicago. Ph.B. '12. English.
- Deming, Fred Kemp, *s*, Des Moines, Ia. Ph.B. (Drake U.) '08; A.M. (*ibid.*) '10. History.
- Deming, Janie Polk, *s*, Shelbyville, Ind. S.B. '10. Physiology.
- Demoray, Miron Nelson, *s*, Brighton, Mich. S.B. '12. Physics.
- Dempster, Arthur Jeffery, *a, w, sp*, Toronto, Can. A.B. (U. of Toronto) '09; A.M. (*ibid.*) '11. Physics.
- Dennis, Arthur Cummings, *a, w, sp*, Cleveland, Ohio. A.B. (U. of Minnesota) '12. Geology.
- Denny, Frank Earl, *s, a, w, sp*, Lincoln, Neb. A.B. (U. of Nebraska) '06. Botany.
- Derieux, John Bewley, *a, w, sp*, Knoxville, Tenn. S.B. (U. of Tennessee) '08; A.M. (*ibid.*) '14. Physics.
- DeSale, Adeline Mac, *a, w, sp*, Springfield. A.B. (Vassar C.) '14. Chemistry.
- Dewey, Albert Haskin, *s*, Lafayette, Ind. S.B. (U. of Washington) '09; S.M. (*ibid.*) '11. Bacteriology.
- Dewey, Malcolm Howard, *a, w, sp*, Meadville, Pa. A.B. (Allegheny C.) '04; A.M. (Harvard U.) '11. German.
- DeWitt, Lydia M. (Adams), *a, w, sp*, Chicago. M.D. (U. of Michigan) '98; S.B. (*ibid.*) '99; A.M. (honorary) (*ibid.*) '13. Physiology.
- DeWolf, George Elwin, *s*, Gibbons, Neb. A.B. (U. of Nebraska) '12. Physics.
- Dickie, Milton Allan, *s*, Pittsburgh, Pa. A.B. (Washington and Jefferson C.) '09; A.M. (*ibid.*) '10. German.
- Dilley, Ephraim C., *s*, Solsberry, Ind. A.B. (Indiana U.) '10. Education.
- Dillon, Augustus Reynolds, *s*, Chicago. A.B. '13. History.
- Dixon, Ethel Mandenhall, *s*, Lakeville, Conn. A.B. (Wellesley C.) '03. Psychology.
- Dixon, Frances Myers, *a*, Herrick. S.B. in Ed. '13. Geography.
- Dixon, Gertrude Edgar, *w, sp*, Oskaloosa, Ia. Ph.B. (Penn C.) '11. Botany.
- Dodge, Bernice Frances, *s*, Elkhart, Ind. Ph.B. '06. German.
- Doell, Jacob Homer, *s*, Newton, Kan. S.B. (Fremont C.) '06; A.B. (Oberlin C.) '11. Botany.
- Doerfer, Louise Charlotte, *s*, Chicago. Ph.B. '03. German.
- Donaker, Raymond Leslie, *s*, Columbus, Ind. S.B. (Franklin C.) '12. Education.
- Donovan, Daniel Williams, *s*, Hartford City, Ind. A.B. (Indiana U.) '06. Education.
- Donsen, George C., *s*, Marietta, Ohio. A.B. (Washington and Jefferson C.) '11. English.

- Doty, Flavia May, *sp*, Flintville, Wis. S.B. '10. Anatomy.
- Doty, Hiram Smoot, *s*, Emporia, Kan. S.B. (Iowa State C.) '12. Botany.
- Doust, Charles Edward, *s*, Versailles, Ohio. S.B. (Ohio State U.) '13. Education.
- Douthett, Orin Renrick, *s*, Beaver Falls, Pa. S.B. '14. Chemistry.
- Drake, Quaesita Cromwell, *a, w, sp*, Philadelphia, Pa. A.B. (Vassar C.) '10; A.M. (*ibid.*) '11. Chemistry.
- Drott, Elizabeth Louise, *s*, Chicago. A.B. (Grinnell C.) '13. English.
- DuBien, Elsie Frances, *s*, Joliet. S.B. '13. Geography.
- DuBois, Charles Frederick, *s*, Grand Forks, N.D. A.B. (U. of North Dakota) '13. Anatomy.
- Dudgeon, Winfield, *sp*, Pella, Ia. S.B. (Iowa State C.) '07. Botany.
- Dugdale, Elizabeth Anne, *s*, Goshen, Ind. Ph.B. '09. History.
- Dundon, John Rickard, *a, w, sp*, Ishpeming, Mich. L.B. (U. of Notre Dame) '14. Physiology.
- Dutt, Bhapendra Nath, *a*, Calcutta, India. A.B. (New York U.) '12; A.M. (Brown U.) '13. Sociology.
- DuValle, Sylvester Howard, *s*, Indianapolis, Ind. A.B. (Butler C.) '12. Physics.
- Dykstra, Cornelius, J., *s*, Pella, Ia. S.B. (Central C.) '14. Botany.
- Dyson, Joseph William, *s*, Montgomery City, Mo. A.B. (Central C.) '10; A.M. (*ibid.*) '11. Physics.
- Early, John Jacob, *s*, Sheridan, Wyo. A.B. (Indiana U.) '01. Education.
- Easley, Edna Rose, *s*, Bloomdale, Ohio. A.B. (Ohio Wesleyan U.) '06. Latin.
- Easterbrook, George Harold, *a*, Louisville, Ky. Ph.B. '14. English.
- Eaton, Clayton Harold, *a, w, sp*, Lincoln, Neb. A.B. (U. of Nebraska) '10. Paleontology (fel.).
- Eaton, Davida Harper, *w, sp*, Chicago. A.B. '00. Russian.
- Ebersole, John Franklin, *s*, Minneapolis, Minn. A.B. '95. Political Economy.
- Echer, Enrique Eduardo, *w, sp*, Chicago. (Agricultural C. of Holland). Bacteriology.
- Eckels, Horace Clyde, *s*, Lenox, Ia. S.B. (Coe C.) '09. Education.
- Edenfield, Robert Wilson, *s*, Macon, Ga. A.B. (Mercer U.) '01. Mathematics.
- Edgeworth, Harriet Isabel, *s, w, sp*, Kankakee. Ph.B. '13. Education.
- Edson, Henry Scammon, *a, w, sp*, Grinnell, Ia. S.B. (Grinnell C.) '13. Pathology.
- Edwards, Anne Katharine, *w*, LaCrosse, Wis. A.B. (Wellesley C.) '01. Political Economy.
- Eells, Ida Myra, *s*, Helena, Mont. S.B. in Ed. (Columbia Teachers C.) '10. Household Art.
- Ehler, Harvey Franklin, *s*, Eaton, Ohio. A.B. (Ohio State U.) '12. Education.
- Eirich, Constance Grace, *s*, Van Wert, Ohio. A.B. (U. of Michigan) '11; A.M. (*ibid.*) '13. Geography.
- Eklfelt, Odd, *s*, Bode, Ia. A.B. (Luther C.) '10. Anatomy.
- Elder, James Clyde, *s*, Tarkio, Mo. S.B. (Tarkio C.) '05. Physiology.
- Elder, Mary Ethel, *s*, Fort Morgan, Colo. A.B. (Penn C.) '05. English.
- Elliot, James Ryan, *s*, Linn, Kan. A.B. (U. of Kansas) '14. Pathology.
- Elliot, Russell Dunmire, *s, sp*, Lawrence, Kan. A.B. (U. of Kansas) '14. Pathology.

- Elliott, Fannie Josephine, *s*, Chicago. S.B. in Ed. '13. Education.
 Ellis, Robert Sidney, *s*, Germantown, Tenn. A.B. (U. of Arkansas) '11.
 Philosophy.
 Ellison, Lee Monroe, *s, a, w, sp*, Austin, Tex. A.B. (U. of Texas) '11; A.M.
 (*ibid.*) '12. English.
 Elmayan, Elma Vartonhie, *s*, Pasadena, Cal. A.B. (Pomona C.) '13. Romance.
 Elmer, Lulu Estelle Shepard, *s*, Winona, Minn. A.B. (Wellesley C.) '10. Geog-
 raphy.
 Elsesser, Oscar Jacob, *s, a, w, sp*, Freeport. S.B. '13. Physiology.
 Embrey, Hartley Clarke, *a, w, sp*, Chattanooga, Tenn. A.B. (U. of Nashville)
 '07. Chemistry.
 Emery, Blanche Frances, *s*, Sistersville, W.Va. A.B. (West Virginia U.) '13.
 Education.
 Emsley, Bert, *s*, Methuen, Mass. A.B. (Harvard U.) '11. English.
 English, Arthur Floyd, *s*, Robinson. S.B. (Northwestern U.) '07. Education.
 English, Oliver Atwood, *s*, Robinson. S.B. (Northwestern U.) '05. Education.
 Ericksen, Ephraim Edward, *s*, Beaver, Utah. A.B. (Brigham Young C.) '08.
 Political Economy.
 Eustace, Annie Emily, *w*, Dixon. Ph.B. '14. Latin.
 Evans, Alice Catherine, *a*, LeRaysville, Pa. S.B. (Cornell U.) '09; S.M. (U. of
 Wisconsin) '10. Bacteriology.
 Everett, Naomi, *s*, Huntington, W.Va. Ph.B. '02. Philosophy.
 Exely, Charles Arthur, *s, a, w, sp*, Lincoln, Neb. A.B. (U. of Nebraska) '04.
 Philosophy (fel.)
 Faughender, Milton Myers, *s*, Mayfield, Ky. Ph.B. in Ed. '11. Sociology.
 Faust, Charles Julius, *a, w, sp*, Valley City, N.D. A.B. (U. of North Dakota)
 '08; A.M. (U. of Wisconsin) '12. History.
 Fehn, Arthur Roy, *s*, Toledo, Ohio. Ph.B. (German Wallace C.) '03. Mathe-
 matics.
 Feik, Lewis William, *s*, Mendota. A.B. (Northwestern C.) '10. Education.
 Feltges, Edna May, *s*, Peoria. Ph.B. '10. Education.
 Ferguson, Janet, *s, sp*, Corpus Christi, Tex. A.B. (U. of Nebraska) '05. English.
 Fertich, Mabel Clare, *a, w, sp*, Crawford, Ind. A.B. (Indiana U.) '99. Home
 Economics.
 Fertig, Annie Mead, *s*, Murfreesboro, Tenn. Ph.B. '02. Education.
 Field, Edith Caroline, *s*, Lincoln, Neb. A.B. (U. of Nebraska) '06. History.
 Field, Faith Winnifred, *s*, Springfield, Mo. A.B. (Drury C.) '09; A.M. (*ibid.*)
 '10. Botany.
 Fine, Nathan, *sp*, Chicago. Ph.B. '15. Political Economy.
 Finkelstein, Leo, *a, w, sp*, Chicago. S.B. (Armour Inst. of Technology) '14.
 Chemistry.
 Finney, Clarence E. McClenahan, *w, sp*, Pittsburgh, Pa. S.B. (Westminster
 C.) '11. Anatomy.
 Fisher, Henry Benedict, *s*, Calumet, Mich. A.B. (Northwestern U.) '96. Edu-
 cation.
 Fitterer, John Conrad, *s*, Laramie, Wyo. Sc.B. (Ohio State U.) '98; S.B. in
 C.E. (U. of Colorado) '04; C.E. (U. of Colorado) '12. Mathematics.
 Fleming, George Lee, *s*, Chicago. A.B. (U. of Minnesota) '14. Education.

- Fleming, Mabel Alice, *s*, Ames, Ia. S.B. (Iowa State C.) '11. English.
- Flynn, Michael Henry, *s, a, w*, Hartford, Wis. A.B. (U. of Wisconsin) '09. Physiology.
- Fogdall, Sorenus Jacob Marius Petterson, *s*, Des Moines, Ia. Ph.B. (Des Moines C.) '10. History.
- Foglesong, Margaret Jane, *s*, Chicago. Ph.B. '11. Education.
- Foran, Francis Leo, *s, a, w, sp*, Worcester, Mass. A.B. (Holy Cross C.) '12. Anatomy.
- Ford, Alva Hiram, *s*, Cleveland, Ohio. A.B. (Wabash C.) '06; A.M. (*ibid.*) '07. Mathematics.
- Ford, Louise, *s*, Indianapolis, Ind. A.B. (Earlham C.) '02. Latin.
- Forman, Frank Shane, *s*, Emporia, Kan. A.B. (C. of Emporia) '13. Psychology.
- Foraman, Guy Chandler, *a*, Sumner, Ia. Ph.B. (Upper Iowa U.) '09. Education.
- Foster, Margaret Vatie, *s*, Topeka, Kan. A.B. (Washburn C.) '08. English.
- Foster, Mary Eliza, *w*, Union, Neb. A.B. (U. of Nebraska) '05. Education.
- Foth, Joseph Henry, *a, w, sp*, Gotebo, Okla. A.B. (U. of Oklahoma) '14; A.M. (*ibid.*) '14. Sociology.
- Fouse, William Henry, *s*, Lexington, Ky. A.B. (Otterbein U.) '93. Education.
- Fowler, Earle Broadus, *a, w, sp*, Wake Forest, N.C. A.B. (Wake Forest C.) '03. English.
- Fowler, Gertrude, *a, w, sp*, Union City, Ind. A.B. (Miami U.) '12. Mathematics.
- Fox, John Sharpless, *w, sp*, Chicago. A.B. (Haverford C.) '02. History.
- Francis, Bruce, *s*, Cedar Falls, Ia. Ph.B. (U. of Iowa) '96. Education.
- Franken, Kathrine Anna, *s*, Norborne, Mo. S.B. (U. of Missouri) '12. Education.
- Frazee, George Burbridge, *s*, Louisville, Ky. B. M. E. (State U. of Kentucky) '02; A.M. (*ibid.*) '08. Education.
- Frazier, Allegra, *s*, Centralia. A.B. (Radcliffe C.) '05. English.
- Frazier, Sallie P., *s*, Cincinnati, Ohio. A.B. (U. of Cincinnati) '11. English.
- Freeman, Edward Samuel, *sp*, Varna. Ed.B. (Illinois State Normal S.) '14. History.
- Freeman, Hubert Milo, *s, a, w, sp*, Madison, Ohio. A.B. (Oberlin C.) '12. Physics.
- Freeman, Ralph Evans, *w, sp*, Leicester, England. A.B. (McMaster U.) '14. Political Economy.
- French, Merton Clyde, *s*, Topeka, Kan. A.B. (Baker U.) '09. Psychology.
- Freud, Benjamin Ball, *a, w, sp*, Chicago. S.B. '04. Chemistry.
- Frey, Elizabeth Hay, *s*, Meadville, Pa. A.B. (Allegheny C.) '88. History.
- Frick, Norman Keller, *s*, Rochester, N.Y. A.B. (Beloit C.) '04. English.
- Fricke, Frederick John Herman, *s*, Dowagiac, Mich. A.B. (Michigan State Normal C.) '12; A.M. (Columbia U.) '13. Mathematics.
- Frierson, William Vincent, *s*, Columbus, Miss. A.B. (Southwestern Presbyterian U.) '02. Education.
- Frush, Frank Marion, *s*, Pella, Ia. A.B. (Shurtleff C.) '96. Education.
- Fukuya, Shoan Masuzo, *a, w, sp*, Janooka, Japan. A.B. (Colorado C.) '14. Philosophy.

- Fuller, Margaret Bradley, *s*, Evanston. S.B. (Northwestern U.) '13. Geology.
- Fuller, William David, *s*, Hudson, Wis. Ph.B. (U. of Wisconsin) '10. Education.
- Gabby, Benjamin Franklin, *s*, Hickman, Ky. A.B. (Georgetown C.) '95. English.
- Gable, Wellington Samuel, *w*, Moose Jaw, Can. A.B. (U. of Manitoba) '14. Sociology.
- Gabrielson, Hattie, *s*, Harcourt, Ia. A.B. (Morningside C.) '10. History.
- Gage, Edmund Vernon, *s*, Belmont, Cal. A.B. (Harvard U.) '99; A.M. (Pennsylvania State C.) '08. Romance.
- Gage, George Raymond, *s*, Atlantic City, N.J. S.B. (Pennsylvania State C.) '14. Botany.
- Gale, Agnes Cook, *w*, Chicago. A.B. '96. Romance.
- Gamble, George Hawthorne, *s*, Rochester, Minn. A.B. (U. of Minnesota) '12. Political Economy.
- Gane, Francis Egmont, *s*, Winnipeg, Can. A.B. (U. of Toronto) '12. Greek.
- Gardiner, Mabel Frances, *s*, Evanston. A.B. (Northwestern U.) '10. English.
- Garlick, Sayrs Athelstan, *s*, Chicago. S.B. '13. Geography.
- Garrard, Guy Washington, *s*, Mount Vernon, Ia. A.B. (Cornell C.) '10. Education.
- Garrett, Dolores Emma, *s*, Chillicothe, Ohio. S.B. (Ohio State U.) '13. Household Art.
- Garrett, Marie Zuleine, *s*, Chillicothe, Ohio. S.B. (Ohio State U.) '13. English.
- Garrette, Ralph David, *s*, Chicago. Ph.B. (U. of Wooster) '10. Chemistry.
- Gatch, Elizabeth Ingle, *s*, Baltimore, Md. A.B. (Goucher C.) '06. Chemistry.
- Gay, Frank Roy, *s*, Bethany, W.Va. A.B. (Drake U.) '06; A.M. (*ibid.*) '07. Greek.
- Geiger, Josef Roy, *a, w, sp*, Apopka, Fla. A.B. (Furnam U.) '09; A.M. (Stetson U.) '12. Philosophy.
- Geissler, Ruth Mary, *s*, Colorado Springs, Colo. A.B. (Park C.) '10. Education.
- Geyer, Ellen Mary, *s*, Iowa City, Ia. Ph.B. (State U. of Iowa) '02; D.B. (*ibid.*) '04. English.
- Gibbs, Nannie, *s*, Canon City, Colo. A.B. (Colorado C.) '10. Romance.
- Gidley, William Francis, *s*, Holly, Mich. S.B. (U. of Michigan) '08. Physiology.
- Gifford, Homer Randall, *s*, Wapakoneta, Ohio. S.B. (Otterbein U.) '11. Anatomy.
- Gifford, Martha Jane, *s*, Corning, N.Y. Ph.B. (Kalamazoo C.) '10. Physiology.
- Gifford, Sanford Robinson, *s*, Omaha, Neb. A.B. (Cornell U.) '13. Sociology.
- Gilbert, John Joseph, *a, w, sp*, Philadelphia, Pa. A.B. (U. of Pennsylvania) '09. Physics.
- Gilchrist, Virgil Martha, *s*, Moscow, Idaho. S.B. (U. of Idaho) '00. Physiology.
- Gilroy, Earl William, *s*, Minneapolis, Minn. S.B. '14. Pathology.
- Gilruth, Genevieve, *s*, Stevens Point, Wis. Ph.B. (Northwestern U.) '03. Latin.
- Gingery, Walter George, *s*, Akron, Ohio. S.B. (Mount Union C.) '14. Mathematics.
- Ginnings, Robert Meade, *s*, Chicago. A.B. (U. of Missouri) '04. Mathematics.

- Ginsburg, Harry, *s*, Chicago. S.B. '14. Physiology.
- Gipson, Laurence Henry, *s*, Crawford, Ind. A.B. (U. of Idaho) '03; A.B. (Oxford C.) '07. History.
- Gist, Julian Harlburt, *s*, St. Paul, Minn. Ph.B. '10. English.
- Givan, Clinton Hodell, *s*, Lebanon, Ind. A.B. (Indiana U.) '12; LL.B. (*ibid.*) '12. Education.
- Goff, William Rush, *s*, Spencer, W.Va. S.B. (West Virginia U.) '14. Pathology.
- Gold, Walter Conkey, *s*, Westminster, Colo. A.B. (Amherst C.) '08; A.M. (Harvard U.) '10. Latin.
- Goldman, Sarah B., *s*, Terre Haute, Ind. A.B. (Indiana U.) '12. English.
- Goldsmith, Glenne Warren, *s*, Lafayette, La. A.B. (U. of Minnesota) '11. Zoölogy.
- Golub, Samuel *s, w*, Chicago. S.B. '14. Anatomy.
- Gonnelly, Joseph Francis, *s, a, w, sp*, Chicago. Ph.B. '12. Education (fel.).
- Gough, Gladys Mabel, *w, sp*, Boonville, Ind. A.B. (DePauw U.) '13. English.
- Gouwens, Cornelius, *s*, South Holland. S.B. (Northwestern U.) '10; A.M. (U. of Illinois) '11. Mathematics.
- Graff, Jane, *w*, Chicago. Ph.B. '11. Education.
- Grange, Ross E., *s*, Wheaton. A.B. (Wheaton C.) '12. Chemistry.
- Grant, William Ewart, *s*, Winnipeg, Can. A.B. (U. of Manitoba) '05. Education.
- Grassel, Albert George, *s*, Thomson. S.B. (Blackburn C.) '06. Physiology.
- Gray, Jessie Kee, *s*, Fayette, Mo. A.B. (Central C.) '01; A.M. (*ibid.*) '02. German.
- Gray, Lilian, *a*, Coatsburg. Ph.B. in Ed. '14. English.
- Gray, Lily, *s*, Spokane, Wash. A.B. '76. German.
- Green, Edwin George, *s*, Guthrie, Okla. A.B. (U. of Denver) '06. Latin.
- Gregory, Mabel Hanna, *s*, New Castle, Ind. A.B. (Indiana U.) '12. Education.
- Griffey, Carl Hays, *s*, Adrian, Mich. A.B. (Indiana U.) '10. Education.
- Grimes, John Odus, *s*, North Baltimore, Ohio. S.B. (Ohio U.) '13. Education.
- Grosche, Alene Schuneman, *a, w, sp*, St. Paul, Minn. A.B. (Vassar C.) '10. German.
- Gross, Murray, *s*, West Philadelphia, Pa. S.B. (U. of Pennsylvania) '07. Political Science.
- Grossman, August, *s*, Cleveland, Ohio. A.B. (Harvard U.) '00. Education.
- Gubelman, Lily, *a, w*, Carbondale. Ph.B. '09. Political Science.
- Gunderson, Gudrun Cornelia, *s*, Chicago. Ph.B. '08. Political Science.
- Guy, Ursula Alberta, *s*, Topeka, Kan. A.B. (Washburn C.) '13. English.
- Gwinn, Edith Duff, *s*, Terre Haute, Ind. S.B. '14. Botany.
- Haas, Albert Richard, *s*, Scranton, Pa. S.B. (Pennsylvania State C.) '13. Botany.
- Hadley, Frances Willard, *s*, North Grafton, Mass. A.B. (Mount Holyoke C.) '12. English.
- Hadley, Geraldine Sarah, *s*, Danville, Ind. A.B. (Earlham C.) '06. Home Economics.
- Hager, Daniel Eugene, *s*, Spearfish, S.D. A.B. (Huron C.) '09. History.
- Halden, Ophelia Katherine, *s*, Austin, Tex. A.B. (U. of Texas) '10. Mathematics.

- Hall, Alice Kassie, *s*, Chicago. A.B. (U. of Wisconsin) '13. Zoölogy.
- Hall, Edgar Albert, *s*, Brooklyn, N.Y. A.B. (U. of Wisconsin) '06; A.M. (*ibid.*) '09. English.
- Hall, Wilmer Lee, *sp*, Ashland, Va. A.B. (Randolph-Macon C.) '06; A.M. '11. History.
- Hallwachs, John Frederick, *s, a, w, sp*, Chicago. A.B. (Northwestern U.) '11. Greek (*fel.*).
- Hamilton, Alfred Porter, *s*, Montgomery, Ala. A.B. (Southern U.) '08; A.M. (U. of Pennsylvania) '11. German.
- Hamilton, Charles Walter, *w, sp*, Ithaca, Mich. A.B. (U. of Oklahoma) '12. Geology.
- Hamilton, Mary Emma, *s*, Oskaloosa, Kan. Ph.B. (Baker U.) '08. Latin.
- Hammill, Chester Armstrong, *s, a, w, sp*, River Forest. S.B. '13. Paleontology.
- Hancock, Anna Leora, *s*, Tulsa, Okla. A.B. (Indiana U.) '97. Latin.
- Hand, Chester Culver, *s*, Argos, Ind. Ph.B. '13. Political Economy.
- Hanke, Milton Theodore, *a, w, sp*, Chicago. S.B. '14. Chemistry (*fel.*).
- Hanlin, Ruby Robert, *s*, Cullman, Ala. S.B. (Vanderbilt U.) '08. English.
- Hanna, Clarence, *s*, Worthington, Ind. Ph.B. (Franklin C.) '10. English.
- Hanna, LeRoy Wayne, *s*, Streator. Ph.B. (Franklin C.) '09. English.
- Hanna, Orville M., *s*, Worthington, Ind. A.B. (Franklin C.) '13. English.
- Hannah, Margaret Louise, *s*, Tilden, Neb. A.B. (U. of Nebraska) '07; A.M. (*ibid.*) '13. Botany.
- Harden, Laura Alexander, *s*, Oswego, N.Y. A.B. (Vassar C.) '97. History.
- Harding, Arthur McCracken, *s*, Fayetteville, Ark. A.B. (U. of Arkansas) '04; A.M. '13. Mathematics.
- Harding, Harriett, *a*, Crawfordsville, Ind. Ph.B. (DePauw U.) '97. English.
- Hardman, Mary Alma, *s*, South Bend, Ind. S.B. '06. Geology.
- Harman, Robert Valentine, *s*, Kansas City, Mo. A.B. (William Jewell C.) '05. Education.
- Harper, Frances, *s*, Pittsburgh, Pa. A.B. (Lake Erie C.) '11. Education.
- Harrington, Ethel Marguerite Reagan, *a, w, sp*, Chicago. Ph.B. '12. Zoölogy.
- Harrington, Frederick Butler, *s*, Shakopee, Minn. A.B. (Oberlin C.) '06; A.M. (U. of Minnesota) '11. Education.
- Harrington, Kathleen Reagan, *a, w, sp*, Chicago. S.B. '14. Physiology.
- Harris, Carl Norman, *s*, Wilmet, S.D. A.B. (Wabash C.) '10. Anatomy.
- Harris, Percy Dewart, *s*, Winnipeg, Man. A.B. (U. of Toronto) '95. History.
- Harrison, John Womack, *s*, Marshall, Tex. A.B. (Southwestern U.) '12. Chemistry, Physics.
- Harsha, Mary, *s*, Vincennes, Ind. A.B. (Indiana U.) '09. Latin.
- Hartman, Gottfried, *s*, Austin, Tex. A.B. (U. of Texas) '02; A.M. (*ibid.*) '04. Physiology.
- Harvey, Paul Caspar, *s*, Leavenworth, Kan. A.B. (William Jewell C.) '10; A.M. (*ibid.*) '11. English.
- Hatcher, Mattie Louise, *s*, Bowling Green, Ky. Ph.B. '09; Ed.B. '09. Education.
- Hatfield, Laura Adella, *s*, Dayton, Ohio. Ph.B. (Denison U.) '11. Psychology.
- Hawkins, Mary D., *s*, Logansport, Ind. Ph.B. '11; A.M. '14. History.
- Heck, Frank LeRoy, *w, sp*, Chicago. A.B. (Wittenberg C.) '14. Anatomy.

- Hedrick, Charles Emberry, *a, w, sp*, Glenville, W.Va. A.B. (Lebanon U.) '08. History.
- Heil, Herman Gustavus, *s, a, w, sp*, Chicago. Ph.B. '05. Physics.
- Heise, Herman Alfred, *s, a, w, sp*, Milwaukee, Wis. A.B. (U. of Wisconsin) '13. Anatomy.
- Heizer, Florence Mabell, *s*, Osage City, Kan. A.B. (U. of Kansas) '07. English.
- Hemke, Paul Emil, *s*, Berger, Mo. A.B. (Central Wesleyan C.) '09. Mathematics.
- Henderson, Bertha, *a, w, sp*, Fairburg, Neb. S.B. '10. Geology.
- Henderson, Beulah Vesta, *s*, Des Moines, Ia. Ph.B. (Drake U.) '07. Education.
- Henderson, Lawrence Melvin, *s, a, w, sp*, Northfield, Minn. A.B. (St. Olaf C.) '10; S.M. (*ibid.*) '11. Chemistry (fel.).
- Hendricks, Mary Elizabeth, *s*, Peru, Neb. S.B. (U. of Nebraska) '13. Household Administration.
- Hendrix, Byron Murray, *s*, Lewisburg, Ohio. S.B. (Ohio State U.) '09. Physiology.
- Henkel, Lowell Lee, *a, w, sp*, Chicago. A.B. (Washburn C.) '12. Physiology.
- Henry, Delta Ray, *s, a, sp*, Windfall, Ind. A.B. (Indiana U.) '13. Education.
- Henzel, Elsa Irene, *s*, Birmingham, Ala. Ph.B. '11. English.
- Hepner, Eugenie Louise, *s*, Keokuk, Ia. A.B. (Grinnell C.) '97. Latin.
- Hepner, Walter Ray, *a, w*, Covina, Cal. A.B. (U. of Southern California) '13. Sociology.
- Herman, Edgar Paul, *sp*, Chicago. A.B. (U. of Illinois) '13. Education.
- Hersberger, Esmund Parr, *s*, Anderson, Md. A.B. (Indiana U.) '13. Physics.
- Hershey, John Willard, *s*, Gettysburg, Pa. S.B. (Pennsylvania C.) '07; S.M. (*ibid.*) '10. Chemistry, Physics.
- Hester, Frank Orville, *s*, Chicago. A.B. (DePauw U.) '90. Mathematics.
- Heusinkveld, Arthur Helenus, *a, w, sp*, Fulton. A.B. (Hope C.) '12. English (fel.).
- Heusner, William Samuel, *s*, Salina, Kan. A.B. (Ohio Wesleyan U.) '93. Education.
- Hewitt, Josephine Alice, *s*, Chicago. Ph.B. '13. Household Administration.
- Hicks, Clarence John, *a, w, sp*, Chicago. S.B. '14. Physiology.
- Higgs, Charles Dana, *a, w, sp*, Fontana, Wis. Ph.B. '14. English.
- Highfill, Robert David, *s*, Argenta, Ark. A.B. (U. of Arkansas) '11. English.
- Hill, Helen Bassett, *s*, Chicago. S.B. (Wellesley C.) '92. German.
- Hill, Lester Sanders, *s*, Cleveland, Ohio. A.B. (Columbia U.) '11; A.M. (*ibid.*) '13. Mathematics.
- Hill, Roy Vernon, *s*, Fort Dodge, Ia. A.B. (Oberlin C.) '02; A.M. (Harvard U.) '08. Mathematics.
- Hiller, Ernest Theodore, *a, w, sp*, Chicago. S.B. (Northwestern U.) '12; A.M. (*ibid.*) '13. Sociology.
- Hilpert, Alice Emma, *a, w, sp*, St. Louis, Mo. A.B. (Washington U.) '12. English.
- Hines, Marion, *a, w, sp*, Albion. A.B. (Smith C.) '13. Anatomy.
- Hinkel, Martha Esther, *s*, Chicago. L.B. (Northwestern U.) '01. English.
- Hinman, Dorothy, *s*, Crete. A.B. '14. Mathematics.
- Hirschler, Edmund John, *s*, Bluffton, Ohio. A.B. (U. of Kansas) '01. Mathematics.

- Hobson, Elsie Garland, *s*, Chicago. A.B. (Boston U.) '95. Education.
- Hockett, Edna Louise, *s*, Wabash, Ind. A.B. (Earlham C.) '10. English.
- Hodge, Albert Claire, *a, w, sp*, Winona, Minn. Ph.B. '14. Political Economy.
- Hodge, Frederick Humbert, *s*, Franklin, Ind. A.B. (Boston U.) '94. Mathematics.
- Hodges, Mabel Clare, *s*, Morgantown, W.Va. S.B. (West Virginia U.) '12. Education.
- Hoefler, Carolyn, *s*, Athens, Ala. A.B. (U. of Wisconsin) '10. Psychology.
- Holbrook, Helen Shepard, *w, sp*, Evanston. A.B. (Vassar C.) '04. Physics.
- Holderman, Jacob William, *a, w*, Hutsonville. A.B. (DePauw U.) '09. Anatomy.
- Holladay, Clara Elenora, *a*, Indianapolis, Ind. A.B. (Butler C.) '11. Education.
- Hollister, Antoinette Belle, *s*, Chicago. Ph.B. in Ed. '11. History.
- Holmes, Edward Eugene, *s*, Norman, Okla. A.B. (Oklahoma U.) '08. Education.
- Holmes, Harriet Fay, *a, w, sp*, Chicago. A.B. (Vassar C.) '95. Pathology.
- Holmes, Marion, *s*, Pittsburgh, Pa. Ph.B. (Northwestern U.) '02. Political Economy.
- Holmes, Minnie Forbes, *s*, Norman, Okla. A.B. (U. of Oklahoma) '10; A.M. (*ibid.*) '11. Household Administration.
- Hoole, Annie Kathleen, *a, w, sp*, Spirit Lake, Ia. A.B. (Rockford C.) '13. Psychology.
- Hopkins, Martha Dobyns, *w, sp*, Chicago. Ph.B. '02. History.
- Horne, Samuel Henry, *s*, Enid, Okla. A.B. (U. of Texas) '07. History.
- Horner, Harry Louis, *s*, Chicago. A.B. (Indiana U.) '06; A.M. (*ibid.*) '09. Mathematics.
- Horner, John Turner, *s*, Tulsa, Okla. A.B. (Drury C.) '13. Political Economy.
- Hornor, Vara Edmondson, *s*, Waco, Tex. S.B. (Baylor U.) '01. English.
- Horral, Anis Harrison, *s, sp*, Cannelburg, Ind. A.B. (Indiana U.) '13. Anatomy.
- Horst, Melitta Emilie, *s*, Yankton, S.D. A.B. (Yankton C.) '10. English.
- Horton, Deo Wesley, *s*, Mishawaka, Ind. A.B. (Indiana U.) '09; A.M. (*ibid.*) '12. Education.
- Hoskinson, Jesse Hays, *s, a, w, sp*, Richmond, Ky. A.B. (Indiana U.) '07; A.M. (*ibid.*) '11. Education.
- Hotchkiss, Irma Helen, *s*, Evanston. S.B. (Columbia U.) '01; A.M. (Northwestern U.) '13. Political Economy.
- Houghland, Janet Berry, *a, w*, Chicago. A.B. (Leland Stanford Junior U.) '09. English.
- Houghton, Jennie Margaret, *w, sp*, Chicago. Ph.B. '12. Education.
- House, Roy Temple, *a, w, sp*, Norman, Okla. A.B. (Miami U.) '00; A.M. (*ibid.*) '03. English, Romance.
- Houston, Frances, *w, sp*, Kalispell, Mont. S.B. '14. Physiology.
- Houts, Clayton Henry, *s*, Alton. A.B. (Oberlin C.) '11. Education.
- Howard, Margaret Hoke, *a, w, sp*, Dallas, Tex. A.B. (Wells C.) '14. English.
- Hoyt, Homer, *a, w, sp*, Kansas City, Kan. A.B. (U. of Kansas) '13. Political Economy (fel.).
- Hubbard, Howard Archibald, *s*, Alexandria, Ohio. A.B. (Ohio Wesleyan U.) '04; A.M. (*ibid.*) '06. History.

- Hubbart, Henry Clyde, *a, w, sp*, Kansas City, Mo. A.B. '04. History.
- Hubble, Edwin Powell, *a, w, sp*, Wheaton. S.B. '10. Astronomy.
- Huber, Harry Lee, *s, a, w, sp*, Mattoon. S.B. '13. Pathology.
- Huff, L. Grace, *s*, Chicago. A.B. (Syracuse U.) '02. Education.
- Hufford, Mason Edward, *s*, Rossville, Ind. A.B. (Indiana U.) '11; A.M. (*ibid.*) '12. Physics.
- Hughes, Elizabeth, *a, w, sp*, Lima, Ohio. A.B. (Oberlin C.) '10. Political Economy.
- Hughes, William Hardin, *s*, Palatine. Ph.B. '12. Education.
- Hull, Edwin Dillman, *w, sp*, Chicago. S.B. '14. Botany.
- Hull, Lois Jewell, *s*, Alliance, Ohio. Ph.B. (Mount Union C.) '11. Geography.
- Hulse, Mary Victoria, *s*, New Orleans, La. A.B. (Columbia Teachers C.) '96; A.M. (Tulane U.) '12. Education.
- Humphreys, Pauline Annette, *sp*, Humphreys, Mo. Ph.B. in Ed. '15. Education.
- Hunt, Gerald Winslow, *s*, Guttenberg, Ia. A.B. (Wheaton C.) '12. Physics.
- Hunt, Lawrence Werner, *a, w, sp*, Hanover. S.B. (Coe C.) '14. Chemistry.
- Hunt, Mabel Frances, *s*, Three Oaks, Mich. A.B. (Oberlin C.) '08. English.
- Hunt, Mildred, *s*, Granville, Ohio. A.B. (Denison U.) '09. Greek.
- Hunter, Alice Mary, *a, w, sp*, Grand Forks, N.D. A.B. (U. of North Dakota) '14. Anatomy.
- Hunter, Frances Beatrice, *w*, New York City. S.B. in Ed. (Columbia Teachers C.) '13. Household Administration.
- Hunter, Mary, *s*, Gilman, Ia. A.B. (Iowa State Teachers C.) '12. History.
- Hunter, William Alfred, *s*, Virden, Can. A.B. (U. of Manitoba) '07. Chemistry.
- Huse, Howard Russell, *a, w, sp*, Chicago. Ph.B. '13. Romance (fel.).
- Hutchens, Roy Underwood, *s*, Frankfort, Ind. Ph.B. '10. Political Science.
- Hutton, Arthur Joseph, *s*, Winfield, Kan. A.B. (Southwestern C.) '12; A.M. (U. of Kansas) '13. Education.
- Hyde, Emma, *s*, Iola, Kan. A.B. (U. of Kansas) '99. Mathematics.
- Hyskell, Ira David, *s*, Northfield, Minn. A.B. (Allegheny C.) '05; A.M. (Harvard U.) '07. Latin, Greek.
- Iddings, Arthur, *s, a, w, sp*, Hanover, Ind. A.B. (Hanover C.) '13. Geology.
- Iddings, Mary Edna, *s*, Hanover, Ind. S.B. (Hanover C.) '09. English.
- Iler, Ernest, *s*, Knoxville, Ia. S.B. in Ed. '14. Education.
- Illick, Elda, *a, w, sp*, Burlington, Ia. S.B. (Knox C.) '00. English.
- Illingworth, Corinne Eliza, *s*, Peoria. Ph.B. '14. English.
- Isley, Jessie Owen, *s*, Milo, Ia. S.B. (Coe C.) '10. History.
- Immel, Woodson Clare, *s*, Frankfort, Ind. S.B. (Purdue U.) '08; A.M. (Columbia U.) '13. Education.
- Inlow, William DePrez, *sp*, Manilla, Ind. S.B. '15. Pathology.
- Irons, Robert Blaine, *s*, Rapid City, Mich. A.B. (Wabash C.) '07. Education.
- Irwin, Harry Newton, *s*, Youngstown, Ohio. A.B. (U. of Wooster) '05; A.M. '10. Education.
- Israel, Jeannette Adele, *s, a*, Chicago. Ph.B. '13. German.
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- Jack, Alta Ella, *s*, Waco, Tex. A.B. (Baylor U.) '01. Greek.
- Jackson, James William, *s*, Broad Ripple, Ind. A.B. (Indiana U.) '06. Physiology.
- Jackson, Leah Florence, *s, a, w, sp*, Versailles, Ind. A.B. (Franklin C.) '12; A.M. '15. English.
- Jackson, Nell Elsie Louise, *s, w*, Chicago. S.B. '04. Zoölogy.
- Jackson, Ora Winifred Downing, *s*, Broad Ripple, Ind. A.B. (Indiana U.) '07. Latin.
- Jackson, Thomas Carl, *s*, Alton. A.B. (Westminster C.) '95. Botany.
- Jacobs, Ida Taube, *s*, Des Moines, Ia. Ph.B. '13. Philosophy.
- Jacobsen, Karl Theodor, *w, sp*, Chicago. A.B. (Luther C.) '02; A.M. (U. of Wisconsin) '06. Greek.
- Jacobson, Henry Anthony, *a, w, sp*, Genoa, Neb. A.B. (Nebraska Wesleyan U.) '12. Sociology.
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- Jencks, Esther Zalia, *s*, Ottawa. S.B. '13. Chemistry.
- Jenison, Pearl, *s*, Onaga, Kan. A.B. (Ottawa U.) '11. English.
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- Jenkins, Mary Agnes, *a*, Hart, Mich. A.B. (Albion C.) '08. History.
- Jenkins, Mary Bernice, *s*, Forsyth, Ga. A.B. (U. of Nashville) '06. Botany.
- Jenkins, Charles Emerson, *s*, Upland, Ind. A.B. (Indiana U.) '10. Education.
- Jenkins, Helen Charlotte, *s*, Demorest, Ga. A.B. (Mount Holyoke C.) '06. Education.
- Jenkins, Olive Ann, *s*, Chicago Junction, Ohio. A.B. (Denison U.) '11; A.M. (*ibid.*) '12. English.
- Jennison, James, *s*, Sarcxie, Mo. S.B. (U. of Missouri) '07. Chemistry.
- Johansen, Frederick William, *s*, Audubon, Ia. A.B. (State U. of Iowa) '09. Education.
- John, Dwight Trefts, *s*, Hudson, Wis. A.B. (Otterbein U.) '12. Education.
- Johnson, Carman Cover, *s*, Pittsburgh, Pa. A.B. (Juniata C.) '01. History.
- Johnson, Eugene Lee, *s*, Palmetto, Ga. Ph.B. '09. English.
- Johnson, George Metcalf, *s*, New Haven, Conn. A.B. (Yale U.) '08; A.M. (*ibid.*) '09. Geology.
- Johnson, Helen, *a, w*, Chicago. A.B. (Smith C.) '13. Psychology.
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- Jones, Dorothy Agnes, *s*, Columbia City, Ind. A.B. (Earlham C.) '14. Household Art.
- Jones, Effie May, *s*, Forestville, Ohio. A.B. (Miami U.) '12. English.
- Jones, Ella May, *s*, Chicago. Ph.B. '06. Education.

- Jones, Harold Oakland, *s, a, w, sp*, San Angelo, Tex. A.B. (U. of Texas) '07. Bacteriology.
- Jones, Harry Matthew, *s*, Mount Rainer, Md. S.B. '13. Physiology.
- Jones, James Wiley, *s*, Murray, Ky. A.B. (Georgetown C.) '09; A.M. (*ibid.*) '10. Education.
- Jones, Lydia Beulah Independence, *s*, Poultney, Vt. Ph.B. (Cornell U.) '00. Education.
- Jones, Mildred Margaret, *s*, Columbia City, Ind. A.B. (Earlham C.) '14. Education.
- Jones, Rebecca Willimine, *s*, Estherville, Ia. Ph.B. (Coe C.) '07. History.
- Jones, Russell, *s*, Switzer, Ky. A.B. (Georgetown C.) '14. Physics.
- Jones, Warren, *s*, Kirksville, Mo. A.B. (U. of Illinois) '02. English.
- Joranson, Yygoe, *a, w, sp*, Rock Island. A.B. (Augustana C.) '13. Anatomy.
- Jordan, Carrie Nicholson, *s*, Chicago. Ph.B. '12. Psychology.
- Jordan, Edward Elliot, *s*, Charlottetown, Can. A.B. (Dalhousie C.) '95; A.M. (*ibid.*) '98. Mathematics.
- Jordan, William Lee, *s*, Des Moines, Ia. Ph.D. (Drake U.) '97. Mathematics.
- Joyce, Asa Willard, *s*, Annapolis, Md. S.B. (St. John's C.) '13. Chemistry.
- Judson, Myrtle Etta, *a, w*, Chicago. Ph.B. '07. English.
- Just, Ernest Everett, *s*, Washington, D.C. A.B. (Dartmouth C.) '07. Zoölogy.
- Kantor, Jacob Robert, *s, a, w, sp*, Chicago. Ph.B. '14. Philosophy (fel.).
- Karcher, Frank Joseph, *w*, Herscher. S.B. (U. of Illinois) '14. Physiology.
- Karns, Blanche, *s*, Bluffton, Ind. A.B. (Indiana U.) '00. Latin.
- Kawabe, Kisaburo, *s, a, w, sp*, Saitama, Japan. L.B. (Waseda U.) '07; A.M. (U. of Wisconsin) '12. Sociology.
- Kay, Madge, *s*, Broken Bow, Neb. S.B. '08. Mathematics.
- Kean, Hugh Pratt, *s*, Buchanan, Mich. A.B. (Albion C.) '06. Astronomy.
- Keeble, William Houston, *s*, Bank, Tenn. S.B. (U. of Tennessee) '03. Physics.
- Keener, Harry Allison, *a, w, sp*, Grinnell, Ia. S.B. (Grinnell, C.) '13. Anatomy.
- Keller, Charles Philip, *s*, Brazil, Ind. Ph.B. (DePauw U.) Education.
- Kelley, James Herbert, *s*, Gunnison, Colo. S.B. (Cornell C.) '00. Political Economy.
- Kelly, John Granbury, *s*, Spartanburg, S.C. A.B. (Wofford C.) '13. Psychology.
- Kelly, Mildred Helen, *s*, Winnipeg, Can. A.B. (U. of Manitoba) '12. Education.
- Kendall, Helen Adela, *s*, Chicago. Ph.B. '08. Home Economics.
- Kenny, Gertrude Agnes, *s*, Lawrence, Kan. A.B. (U. of Kansas) '09; A.M. (*ibid.*) '10. History.
- Kent, Harry Llewellyn, *s*, Hays, Kan. S.B. (Emporia C.) '11. Education.
- Kerr, Walter Affleck, *s*, Salt Lake City, Utah. A.B. (U. of Utah) '09. Romance.
- Kerrigan, Robert Lee, *a, w, sp*, Michigan City, Ind. S.B. (Purdue U.) '12. Anatomy.
- Kesner, Henry James, *sp*, Salida, Colo. A.B. (U. of Colorado) '05; S.B. in C.E. (*ibid.*) '07; C.E. (*ibid.*) '11. Mathematics.
- Kessler, James, *s*, Grinnell, Ia. A.B. (Indiana U.) '08. Romance.
- Kiekhoefer, Luella Edith, *s*, Washington. A.B. (Northwestern C.) '01; Ph.M. (*ibid.*) '04; German.
- Kilgore, Floyd Vern, *s*, Paris. A.B. (DePauw U.) '12. Physiology.

- Kindig, Avaline, *s*, Monticello, Ind. A.B. (Northwestern C.) '11. Household Art.
- King, Marie, *s*, Holton, Kan. A.B. (Campbell C.) '12. English.
- King, Roy Stevenson, *s*, Ellendale, N.D. E.M. (Ohio State U.) '02; S.M. (U. of Minnesota) '07. Education.
- King, Vesta, *s*, Union City, Ind. A.B. (Indiana U.) '12. English.
- Kinsley, Prudence Helen Ellis, *a*, Chicago. A.B. (Vassar C.) '10. Botany.
- Kirby, Ethel Louisa, *s*, Whiting, Ind. A.B. (U. of Wisconsin) '08. Latin.
- Kirtland, Rhodella, *s*, Deadwood, S.D. S.B. (U. of Minnesota) '96. History.
- Klein, Grace Lena, *a*, *w*, *sp*, Delphos, Ohio. A.B. (Baldwin-Wallace C.) '09. Latin.
- Klippel, Mary Augusta, *a*, *w*, *sp*, Brookville, Ind. A.B. (Indiana U.) '14. English.
- Knauf, Arthur Raymond, *s*, Chilton, Wis. S.B. '14. Pathology.
- Knox, John Knox, *w*, *sp*, Hamilton, Can. A.B. (U. of Toronto) '14. Geology.
- Knuth, Paul Wilhelm, *s*, Dubuque, Ia. A.B. (Western Union C.) '07; A.M. (State U. of Iowa) '09. Philosophy.
- Kobayashi, Kaoru, *w*, *sp*, Tokyo, Japan. (Tokyo Imperial U.) Sociology.
- Koch, Edwin Oswald, *s*, Mount Pleasant, Ia. A.B. (U. of Wooster) '04; A.M. (U. of Missouri) '11. Latin.
- Koch, Hazel Eva, *s*, Fairdale. A.B. (Rockford C.) '13. English.
- Koch, John Wilhelm, *s*, Fowler, Colo. A.B. (Park C.) '12. Education.
- Koessler, Karl Konrad, *s*, *a*, *sp*, Chicago. M.D. (Imperial U. of Vienna) '03. Chemistry.
- Kohler, Charles Henty, *s*, Chillicothe, Ohio. A.B. (Otterbein U.) '09. Mathematics.
- Kohnky, Frances, *s*, Cincinnati, Ohio. A.B. (U. of Cincinnati) '04; A.M. (*ibid.*) '09. Psychology.
- Koppius, Otto, *a*, *w*, *sp*, Marion, Ala. S.B. '13. Physics (fel.).
- Kornder, Louis Henry, *s*, *a*, *w*, *sp*, Rockfield, Wis. A.B. (Ripon C.) '13. Anatomy.
- Kraybill, Henry Reist, *a*, *w*, *sp*, Mount Joy, Pa. S.B. (Pennsylvania State C.) '13; S.M. '15. Botany.
- Krehbiel, August Robert, *s*, *a*, *w*, *sp*, Wichita, Kan. A.B. (U. of Kansas) '09; A.M. (*ibid.*) '10. German (fel.).
- Kuhn, Orta Edward, *s*, Chicago. L. B. (Baker U.) '06. Chemistry.
- Kulvinsky, Max, *w*, *sp*. S.B. '14. Physiology.
- Kuneth, William, *s*, Ames, Ia. A.B. (U. of Wisconsin) '04; A.M. (*ibid.*) '10. Physics.
- Kunkleman, Duly Jay, *s*, Lima, Ohio. A.B. (Ohio Wesleyan U.) '09. Philosophy.
- Kuykendall, Alfred, *w*, *sp*, Twin Bluffs, Wis. A.B. (U. of Southern California) '11; A.M. (U. of Wisconsin) '14. Education.
- Kyrk, Hazel, *s*, Ashley, Ohio. Ph.B. '10. Political Economy.
- Ladd, Inez Matilda, *s*, Chicago. L.B. (U. of Michigan) '93. English.
- LaFayette, Ina Sophrona, *a*, *w*, *sp*, Oskaloosa, Ia. A.B. (Penn C.) '10. Education.
- Lahners, Thomas, *s*, *a*, *w*, *sp*, Belvidere, Neb. S.B. (U. of Nebraska) '13. Anatomy.

- Lamson, Kenneth Worcester, *s, a, w, sp*, Vermilion, S.D. A.B. (Harvard U.) '06. Mathematics.
- Landenberger, Loraine Louise, *sp*, St. Louis, Mo. S.B. '15. Chemistry.
- Lane, Henry Alfred, *s*, Houghton, Mich. A.B. (C. of the City of New York) '00; A.M. (Columbia U.) '07. Mathematics.
- Lang, Ellen Flora, *s, a*, Los Angeles, Cal. A.B. (U. of Southern California) '14. Political Economy.
- Lanier, Mary Jean, *a, w*, Nashville, Tenn. S.B. '09. Geography.
- Lantis, Vernon, *s*, Somerville, Ohio. A.B. (Miami U.) '09; A.M. (U. of Cincinnati) '11. Botany.
- Larkin, Ida Clementine, *s*, Kansas City, Kan. A.B. (U. of Illinois) '13. English.
- Larsell, Olof, *s*, McMinnville, Ore. S.B. (McMinnville C.) '10. A.M. (Northwestern U.) '14. Anatomy.
- Larson, John Albert, *s*, Chanute, Kan. A.B. (Kansas State Normal S.) '12. Mathematics.
- Latham, Melva, *s*, Chicago. Ph.B. in Ed. '14. Education.
- Lathrop, Harry, *a, w, sp*, Summer. E.B. (Illinois State Normal U.) '14. Geography.
- Laube, Frank Joseph, *s*, Seattle, Wash. A.B. (U. of Washington) '99; A.M. (*ibid.*) '13. Political Science.
- Lauffer, Caroline, *s*, Harrison City, Pa. A.B. (Allegheny C.) '12. English.
- Lawhead, Allie Belle, *s*, Wichita, Kan. A.B. (Friends' U.) '09. Psychology.
- Lawing, Jessie Marie, *s*, Ozark, Mo. S.B. (Drury C.) '12. Education.
- Leavell, Robert Hayne, *sp*, Carrollton, Miss. A.B. (Harvard U.) '01. Sociology.
- Lee, Charles Oren, *s*, Richmond, Va. S.B. (U. of Kansas) '13. Botany.
- Leff, Samuel, *a*, Chicago. S.B. (C. of the City of New York) '10. Political Economy.
- Leffel, James Monahan, *s*, North Manchester, Ind. A.B. (Indiana U.) '08. History.
- Lehman, Daniel Acker, *s*, Goshen, Ind. Ph.B. (Wesleyan U.) '93. Education.
- Lehman, Harvey Christian, *s*, Humboldt, Kan. A.B. (U. of Kansas) '12; A.M. (*ibid.*) '13. Education.
- Lehnhard, Helena Nye, *a, w*, Chicago. A.B. (Leland Stanford Junior U.) '05; A.M. (*ibid.*) '08. English.
- Leker, Charles August, *s*, Valparaiso, Ind. A.B. (Park C.) '11. Education.
- Lemstrom, Ammy Brynhild, *a, w, sp*, Minneapolis, Minn. A.B. (U. of Minnesota) '13; A.M. (*ibid.*) '14. Sociology (fel.).
- Leonard, Walter Magruder, *a*, Fostoria, Ohio. A.B. (Western Reserve U.) '13. Physiology.
- LeRoy, Alma Mildred, *a*, Manchester, Ia. A.B. (Vassar C.) '00. English.
- Lesem, Josephine, *s*, Quincy. Ph.B. '08. English.
- Levy, Augustus, *a, w, sp*, Geneva, N.Y. S.B. (U. of Pennsylvania) '09. Chemistry.
- Levy, David Mordecai, *a, w, sp*, Scranton, Pa. A.B. (Harvard U.) '14. Anatomy.
- Lewis, Marian, *a, w, sp*, Milwaukee, Wis. A.B. (U. of Wisconsin) '13. Anatomy.
- Libbin, Thomas Justin, *s*, Chicago. A.B. (Leland Stanford Junior U.) '09. Philosophy.

- Libonati, Ellidor, *a, w, sp*, Chicago. Ph.B. '14. Chemistry.
- Light, Uriah Loose, *s*, North Baltimore, Ohio. Ph.B. '12. Education.
- Lighthall, Vera, *s*, Alden, Ia. B.Di. (Iowa State Teachers C.) '02; M.Di. (*ibid.*) '06; A.B. (*ibid.*) '11. English.
- Lilly, Faith Ronald, *s*, Chicago. S.B. '13. History.
- Lindlar, William, *s*, Brooklyn, N.Y. A.B. (Adelphi C.) '09. Physics.
- Lindsley, Laura Aurelia, *s*, Appleton, Wis. A.B. (Lawrence C.) '12. Geology.
- Lineberger, Clarence, *s*, Gastonia, N.C. A.B. (Lenoir C.) '00; A.M. (U. of North Carolina) '00. English.
- Link, George Konrad, *s*, Laporte, Ind. S.B. '10. Chemistry.
- Little, Clara Louise, *s, w*, Denver, Colo. A.B. '07. Latin.
- Liu, King Shu, *s*, Nan King, China. A.M. (Northwestern C.) '13. Philosophy.
- Lockhart, Charles Edwin, *s*, New Haven, Conn. Ph.B. (Yale U.) '09. Geography.
- Lockridge, William Yewell, *s*, Marshall, Mo. A.B. (Missouri Valley C.) '14. Mathematics.
- Lodge, Mabel Jennetta, *a, w, sp*, Dover, Del. A.B. '08. English.
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- Logan, Lois Dalrymple, *a, w, sp*, Manitoba, Can. A.B. (U. of Manitoba) '13. Romance.
- Longley, Joanna Hey, *s*, Kalamazoo, Mich. Ph.B. '04. History.
- Loomis, Hiram Kingman, *s*, Chicago. S.B. '14. Psychology.
- Lott, Thomas Edison, *s*, Columbia, Miss. A.B. (Millsaps C.) '13. Mathematics.
- Lovett, Ida Campbell, *sp*, Chicago. A.B. (Radcliffe C.) '91. Botany.
- Lowe, Cecil Evan, *s*, Severance, Kan. A.B. (Washburn C.) '13. Physiology.
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- McCarthy, Patrick Thomas, *w, sp*, Anaconda, Mont. S.B. '14. Physiology.

- MacClintock, Paul, *s, a, w, sp*, Chicago. S.B. '12. Geology.
- McClure, John, *s*, Spottswood, Va. A.B. (Washington and Lee U.) '03. Chemistry.
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- McCowan, Margaret, *s*, Everett, Wash. A.B. (Grinnell C.) '90. Romance.
- McCoy, John Peter, *s*, Wamego, Kan. Ph.B. '13. Education.
- McCray, Marian Sophia, *a, w, sp*, Green Lake, Wis. A.B. (Lawrence C.) '14. English.
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- McDaniel, Charles May, *s*, Hammond, Ind. S.B. (Wabash C.) '85. Education.
- Macdonald, John Ford, *s*, Kingston, Can. A.M. (Queens U.) '01. English.
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- McElroy, Cora Clarke, *w, sp*, Edinburg, Ind. Ph.B. (Franklin C.) '05. English.
- Macfarland, LeRoy, *sp*, Chicago. A.B. (Bucknell U.) '11; D.B. '13. English.
- McFarland, Mary Emma, *s*, Greensburg, Pa. A.B. (Goucher C.) '10. English.
- McGaugher, Hester Grier, *s*, Duluth, Minn. A.B. (Monmouth C.) '95. Sociology.
- McGinnis, Edward Karl, *s*, Marshall, Mo. A.B. (Missouri Valley C.) '07. Education.
- McGuire, Judson Ulery, *sp*, Insein, Burma. A.B. (Franklin C.) '15. Education.
- McIlroy, Lily Amanda, *s*, Waco, Tex. A.B. (Baylor U.) '11. English.
- McIntyre, Isabella Ann, *s*, Chicago. Ph.B. '07; Ed.B. '07. Geography.
- Mack, Mary Smith, *w, sp*, Denver, Colo. S.B. (Columbia U.) '02; A.M. (*ibid.*) '10. Education.
- McKenzie, Minnie Elizabeth, *s*, Cincinnati, Ohio. Ph.B. '05. Sociology.
- MacKenzie, Roderick Duncan, *w, sp*, Winnipeg, Can. A.B. (U. of Manitoba) '12. Sociology.
- McKirdy, Anna Mary, *s*, Pittsburgh, Pa. Ph.B. (U. of Pittsburgh) '00. Education.
- MacLaggan, Catherine Fraser, *s*, Blue Island. A.B. (Bucknell C.) '06. Romance.
- McLaughlin, Henry Frank, *s*, Bradner, Ohio. A.B. (Lebanon U.) '12. Mathematics.
- McLaughlin, John Miller, *s*, Pittsburgh, Pa. A.B. (Mount Union C.) '00; A.M. (Columbia U.) '11. Education.
- McLaughlin, Katherine Louise, *a*, Indianapolis, Ind. S.B. '13. Education.
- MacLean, Elizabeth, *s*, Ames, Ia. Ph.B. '09. Sociology.
- McLeod, Angus, *a, w, sp*, Detroit, Mich. A.B. (U. of Toronto) '14. Geology.
- McMillin, Harrison C., *s*, Arkansas City, Kan. A.B. (U. of Kansas) '13; S.B. in Ed. (*ibid.*) '13. Education.

- McMurray, Jeannette, *s*, McAlester, Okla. A.B. (Randolph-Macon Woman's C.) '12. Philosophy.
- McNally, William Duncan, *sp*, Chicago. A.B. (U. of Michigan) '05. Physiology.
- Magnuson, Joseph Simeon, *a, w, sp*, Kansas City, Kan. A.B. (Bethany C.) '06; A.M. (U. of Kansas) '14. Latin (fel.).
- Maguire, Emily, *s*, St. Louis, Mo. A.B. (U. of Missouri) '07; A.M. (Washington U.) '11. Greek.
- Maguire, Helen Frances, *s*, Mitchell, S.D. L.B. (State U. of Iowa) '95. Education.
- Maitland, Leslie MacKenzie, *s, a, w, sp*, Maitland, S.D. S.B. (Michigan C. of Mines) '05. Anatomy.
- Maney, Charles Albert, *s, a, w, sp*, Minneapolis, Minn. A.B. (U. of Minnesota) '13. Astronomy.
- Mangun, Lloyd Benedict, *s*, Mount Vernon, Ia. S.B. (Cornell C.) '10. Chemistry.
- Mangun, Vernon Lamar, *s*, Winona, Minn. A.B. (Cornell C.) '08; A.M. (State U. of Iowa) '13. English.
- Manley, Mildred Maurine, *s*, Iola, Kan. A.B. (U. of Kansas) '12. Sociology.
- Mann, Hermine, *s*, Cleveland, Ohio. A.B. (U. of Michigan) '09. Botany.
- Manthey, Jesse Julius, *s*, Vermilion, S.D. A.B. (Hamline U.) '02; A.M. (U. of South Dakota) '12. German.
- Marck, Frank B., *s*, Cudott, Wis. S.B. (U. of Wisconsin) '14. Pathology.
- Marin LaMeslee, Alphonse Jean Marie, *s*, Brookline, Mass. Bach. es Lettres (U. of Rennes) '85; A.M. (Harvard U.) '98. Romance.
- Marion, Waldo Emerson, *s*, Cornelia, Ga. A.B. (U. of Georgia) '05. English.
- Markwell, Effie E., *sp*, Wichita, Kan. S.B. in Ed. '12. Education.
- Marsh, Ethel McEwen, *w*, Chicago. A.B. (Grinnell C.) '98. Romance.
- Marshall, Ida, *s*, Glouster, Ohio. S.B. (Ohio State U.) '02. Home Economics.
- Martin, Harry Paul, *s, a, w*, Chicago. A.B. (Monmouth C.) '02. Anatomy.
- Martin, Mary LaMotte, *s*, Glenwood, N.J. S.B. (Columbia Teachers C.) '08. English.
- Martin, Ruth Drummond, *sp*, LaPorte, Ind. A.B. (Barnard C.) '14. German.
- Marxen, William Bartenick, *s*, Chicago. A.B. (Northwestern U.) '13. Political Economy.
- Masters, Joseph Gallio, *s*, Oklahoma City, Okla. Ph.B. '12. Philosophy.
- Mather, Anna Bertha, *sp*, Fort Collins, Colo. S.B. (Colorado Agricultural C.) '14. Education.
- Mathers, Aaron, *sp*, Laura. A.B. (U. of Illinois) '14. Education.
- Mattill, Peter Milton, *s, a, w, sp*, Inza, Mo. S.B. (Northwestern C.) '12. Anatomy.
- Maxted, Henry George, *a*, Chicago. A.B. (Olivet C.) '11. Sociology.
- Mayer, Katherine Martha, *s, a, w, sp*, Chicago. S.B. '11. Anatomy.
- Maynard, Jane Norma, *a*, Chicago. A.B. (Vassar C.) '14. English.
- Meinzer, Edgar George, *s*, Minneapolis, Minn. A.B. (Beloit C.) '03; A.M. (Olivet C.) '09. German.
- Melick, Clark Owen, *a, w, sp*, Axline, Ohio. S.B. (Ohio U.) '10. Anatomy.
- Mergendahl, Titus Eugene, *s*, Emporia, Kan. S.B. (Tufts C.) '07. Mathematics.

- Meriwether, Robert Lee, *a, w, sp*, Allendale, S.C. A.B. (Wofford C.) '12; A.M. (Columbia U.) '14. History.
- Merrell, Oscar Joe, *s*, Austin, Tex. A.B. (U. of Texas) '08. Political Economy.
- Merrill, Archie Shepard, *s, a, w, sp*, Hamilton, N.Y. A.B. (Colgate U.) '11. Mathematics.
- Merry, Paul Horace, *a, w, sp*, Baldwin, Kan. A.B. (Baker U.) '13. Political Economy.
- Mersereau, Edward Burkhardt, *s*, Beaver Dam, Wis. Ph.B. (Baylor U.) '10. German.
- Merson, Frankie Lawrence Griffin, *s*, Keukah Park, N.Y. A.B. (Bates C.) '07. Latin.
- Merz, Martha Magdalen, *s*, Effingham. Ph.B. '12. German.
- Meseke, Friedrika, *s*, Columbus, Ind. A.B. (Earlham C.) '12. German.
- Meserney, Arthur Band, *s*, Hanover, N.H. A.B. (Dartmouth C.) '06; S.B. (Oxford U.) '11. Physics.
- Michelson, Edna Stanton, *sp*, Chicago. S.B. '98. Botany.
- Mickey, Mary Emily, *s*, Leavenworth, Kan. A.B. (U. of Kansas) '07. History.
- Miles, Lurrine, *s*, Salt Lake City, Utah. A.B. (U. of Utah) '11. Physiology.
- Miller, Carl Danforth, *s, a, w, sp*, Bayonne, N.J. S.B. (Richmond C.) '10. Physics.
- Miller, Charles Franklin, *s*, Nappanee, Ind. Ph.B. (DePauw U.) '96. Education.
- Miller, Earle Brenneman, *a, w, sp*, Boulder, Colo. A.B. (U. of Colorado) '14. Mathematics.
- Miller, Elizabeth Brinker, *s*, Greensburg, Pa. A.B. (Wellesley C.) '11. English.
- Miller, Hilda, *s*, Tobias, Neb. S.B. '12. Household Administration.
- Miller, Victor Clyde, *s, a, w*, Bluffton, Ind. A.B. (Indiana State Normal S.) '12; A.M. '14. English.
- Miller, Walter Raleigh, *a, w, sp*, Chicago. S.B. '12. Geology.
- Miller, Wendell Zerbe, *a, w, sp*, Columbus, Ohio. A.B. (Ohio Wesleyan U.) '12. Geology (fel.).
- Millett, Fred Benjamin, *s*, Whitman, Mass. A.B. (Amherst C.) '12. English.
- Milligan, Charles H., *sp*, Jefferson City, Tenn. S.B. '15. Chemistry.
- Milliken, Elma Jane, *s*, Fremont, Neb. A.B. (U. of Nebraska) '09. Home Economics.
- Mills, Grace, *s*, Mena, Ark. S.B. '08. Geology.
- Mills, Helen Estelle, *s*, Springfield, Mo. A.B. (Grinnell C.) '11. English.
- Mills, Louie Mirah, *s*, Pierson, Ia. A.B. (Morningside C.) '08. English.
- Minor, Jessie Elizabeth, *s*, Springfield, Mo. S.B. (Drury C.) '04. Chemistry.
- Mitchell, William Boyd, *s*, Winchester, Ky. A.B. (Hendrix C.) '07. Chemistry.
- Mix, Lida Belle, *sp*, Oregon. Ph.B. '15. General Literature.
- Moffat, James Ernest, *a, w, sp*, Manitoba, Can. A.B. (McMaster U.) '14. Political Economy.
- Moncreiff, William Franklin, Jr., *s*, Nashville, Tenn. S.B. (Vanderbilt U.) '13; S.M. (*ibid.*) '13. Physiology.
- Monroe, Kenneth Potter, *s*, Muskogee, Okla. S.B. '13. Chemistry.
- Montandon, Charles Armand, *s*, St. Maries, Idaho. A.B. (U. of Idaho) '06. Political Science.

- Montgomery, Charles Edgar, *s*, Marion, Ind. S.B. in Ed. '13. Botany.
- Montgomery, John Howard, *s*, Columbus, Ga. A.B. (U. of Missouri) '12. Romance.
- Moody, Willson Bridges, *a, w, sp*, Evanston. A.B. (Williams C.) '14. Physiology.
- Moore, Carl Richard, *s, a, w, sp*, Springfield, Mo. S.B. (Drury C.) '13. Zoology (fel.).
- Moore, Clifford Homer, *s, sp*, New Albany, Ind. A.B. (Indiana U.) '12. History.
- Moore, John Watson, *s*, Winston Salem, N.C. A.B. (Davidson C.) '12. History.
- Moore, Joseph Earle, *s*, Kansas City, Mo. A.B. (U. of Kansas) '13. Physiology.
- Moore, Louie Aline, *s*, Sulphur, Okla. A.B. (U. of Oklahoma) '12. Latin.
- Moore, Raymond Cecil, *a, w, sp*, Mankato, Minn. A.B. (Denison U.) '13. Geology (fel.).
- Moore, Ruth Ellen, *s*, Bloomington. A.B. '02. English.
- Moore, Winifred Tooley, *s*, Marion, Ala. A.M. (Columbia U.) '11. Romance.
- Moran, Anna Florence, *s*, Chicago. Ph.B. '07. Geology.
- Morgan, Joseph Clifford, *s*, Westfield. A.B. (Campbell C.) '07; A.M. (U. of Kansas) '10. Latin.
- Morgan, Mattie Beth, *s*, Elgin, Tex. A.B. (U. of Texas) '14. Botany.
- Morris, Austin George, *s*, Bluffton, Ind. A.B. (Indiana U.) '09. Education.
- Morris, Charles Clements, *s*, Columbus, Ohio. Ph.B. (U. of Michigan) '09; A.M. (Harvard U.) '04. Mathematics.
- Morrison, Edwin, *s*, Oskaloosa, Ia. S.B. (Earlham C.) '88; S.M. (*ibid.*) '91. Physics.
- Morrison, Elsie, *s*, Milwaukee, Wis. S.B. '05. Zoology.
- Morrison, John Oliver, *s*, New Orleans, La. A.B. (Howard U.) '08. English.
- Morrison, Paul Everett, *s*, Jacksonville. A.B. (Illinois C.) '11. History.
- Morrow, John Calvin Weir, *s*, Tarkio, Mo. A.B. (Tarkio C.) '10. Zoology.
- Morse, Ruth Carpenter, *a*, Chicago. Ph.B. '14. Political Science.
- Mortenson, Mary Ellen, *s*, Faribault, Minn. S.B. (U. of Minnesota) '96. History.
- Mowbray, Ralph Howard, *s*, Peru, Ind. Ph.B. '06. History.
- Moyer, Vera Lenore, *a, w, sp*, Chicago. S.B. '11. Psychology.
- Mueller, Emma Delbert, *s*, Chicago. Ph.B. '02. Education.
- Mueller, Robert Gottlieb, *s*, Seneca, Kan. A.B. (U. of Kansas) '01. Philosophy.
- Mueller, Vernetta A., *s*, Sedgwick, Kan. A.B. (Baker U.) '11. Chemistry.
- Mullin, Glen Hawthorne, *s*, Chicago. A.B. (U. of Illinois) '07. English.
- Mullinix, Raymond David, *s, a, w, sp*, Chicago. S.B. '13. Chemistry.
- Munson, Laura Josephine, *s*, Galesburg. A.B. (Augustana C.) '13. English.
- Murchie, Mayme Hendri, *s*, Hannah, N.D. A.B. (U. of North Dakota) '09. Household Administration.
- Murphy, Eleanor Edith, *s*, Chicago. Ph.B. '05. Political Science.
- Murphy, Ella Josephine, *s*, Fort Worth, Tex. Ph.B. '08. English.
- Murphy, Paul, *s, a, w, sp*, Caldwell, Idaho. A.B. (Park C.) '05; A.M. (*ibid.*) '07; A.M. '15. Greek.
- Murray, Milo Clifton, *s*, Michigan City, Ind. A.B. (Olivet C.) '02; A.M. (*ibid.*) '09. Philosophy.

- Myers, Clifford Renwar, *s*, Macon, W.Va. A.B. (U. of West Virginia) '07; A.M. (*ibid.*) '09. German.
- Myers, Lynette, *s*, Chicago. A.B. (Austin C.) '04. Botany.
- Myers, Merrill Maitland, *s*, Glenwood, Ia. S.B. (Des Moines C.) '13. Physiology.
- Nants, J. Stanley, *s*, St. Louis, Mo. A.B. (Indiana U.) '09; A.M. (Columbia U.) '10. Education.
- Nash, Clarence Adelbert, *s*, Lawrence, Kan. A.B. (Cooper C.) '08; A.M. (U. of Kansas) '10. Chemistry.
- Nelson, Alfred Lewis, *s, a, w, sp*, Chicago. A.B. (Midland C.) '11; A.M. (U. of Kansas) '13. Mathematics (fel.).
- Nelson, Ila Ire, *s*, San Marcos, Tex. A.B. (U. of Texas) '10. Mathematics.
- Nelson, James Nels, *a, w*, Chicago. Ph.B. '14. History.
- Nelson, Ralph Emory, *s*, Lafayette, Ind. S.B. (Purdue U.) '11; S.M. (*ibid.*) '13. Chemistry.
- Nelson, Roy Batchelder, *a, w, sp*, Oshkosh, Wis. A.B. '01. Greek.
- Nerica, Elfriede Victoria, *s*, Chicago. Ph.B. '13. German.
- Newell, Anna Grace, *s*, Northampton, Mass. A.B. (Smith C.) '00; A.M. (*ibid.*) '08. Zoölogy.
- Nichols, John Herbert, *s*, Chicago. A.B. (Oberlin C.) '12. Anatomy.
- Niece, Ralph Harter, *a, w*, Hartford City, Ind. A.B. (DePauw U.) '14. Political Economy.
- Nielsen, Henry Peter, *s*, Glenwood, Ia. A.B. (U. of Nebraska) '00. Education.
- Nims, Herbert Elwin, *s*, Ashburnham, Mass. A.B. (Yale U.) '98. English.
- Nixon, Herman Clarence, *s*, Merrellton, Ala. Ph.B. '14. History.
- Noel, Florence Ruth, *s*, Star City, Ind. A.B. (DePauw U.) '11. Home Economics.
- Norton, Grace Peloubet, *w*, Chicago. A.B. '07. Political Economy.
- Norton, Louise Chabrier, *a, w, sp*, Chicago. Ph.B. '09. Mathematics.
- Norton, Margaret Cross, *s*, Rockford. Ph.B. '13. History.
- Nowlin, Clifford Hiram, *s*, Kansas City, Mo. A.B. (U. of Kansas) '99. Education.
- Nuner, John Franklin, *s*, Mishawaka, Ind. S.B. '12. Education.
- Nunn, Annie, *s*, Fort Worth, Tex. Ph.B. in Ed. '11. Education.
- Nutt, Herbert Wilbur, *s*, Lawrence, Kan. Ph.B. in Ed. '14. Education.
- Oates, Charles Everett, *s*, Cameron, Tex. A.B. (U. of Arkansas) '06. Physics.
- Obenchain, Jeannette Brown, *s*, Miami, Fla. Ph.B. '06. Sociology.
- Odebrecht, August, *s*, Granville, Ohio. Ph.B. (Denison U.) '06. Romance.
- Ogburn, Vincent Holland, *s*, Des Moines, Ia. Ph.B. (Drake U.) '10; A.M. (U. of Pittsburgh) '11. English.
- O'Grady, John, *s*, Washington, D.C. A.M. (Catholic U. of America) '13. Sociology.
- Olive, Alfred Henderson, *s*, Birmingham, Ala. A.B. (Wake Forest C.) '05; A.M. (*ibid.*) '06. Chemistry.
- Oliver, Maude Louise, *s*, Morrison. Ph.B. (Northwestern U.) '03. English.
- Ollorton, Mary Jane, *s*, Parowan, Utah. A.B. (Brigham Young U.) '12. Education.
- Olmsted, James Montrose Duncan, *s*, Brockton, Mass. A.B. (Oxford U.) '11; A.M. (*ibid.*) '14. Zoölogy.

- O'Meara, Gertrude Atherton, *sp*, Aurora. Ph.B. '15. Sociology.
- Ortmayer, Marie Georgia, *s, a, w, sp*, Chicago. Ph.B. '06. Anatomy.
- Oschevovrtz, Herman, *w*, Chicago. (U. of Breslau). Sociology.
- Osgood, Ernest Staples, *s*, Chicago. A.B. (Dartmouth C.) '12. History.
- Osia, Catherine Eunice, *s*, Humboldt, Ia. A.B. (U. of Minnesota) '08. German.
- Oswald, Alma Minnie, *s*, Chicago. Ph.B. '12. Household Art.
- Ott, Susannah, *s*, Franklin, Ind. Ph.B. (Franklin C.) '09; A.M. (Columbia U.) '10. Home Economics.
- Ottosen, Maurice Ellis, *s, a, w, sp*, Chicago. A.B. '14. Geology.
- Overman, Elbert Leslie, *s*, Lawrence, Kan. A.B. (U. of Kansas) '11. History.
- Overn, Orlando Evan Anthony, *s*, Albert Lea, Minn. A.B. (U. of Minnesota) '08. Mathematics.
- Pace, Roy Bennett, *s, a, w, sp*, Swarthmore, Pa. A.B. (Richmond C.) '97; A.M. (George Washington U.) '98; A.M. (Harvard U.) '01. English.
- Packard, Florence Helen, *s*, Cedar Falls, Ia. A.M. (U. of Iowa) '12. Latin.
- Pahlman, Ida May, *s*, Chicago. Ph.B. '13. Philosophy.
- Paine, Alice May, *s*, New York City, N.Y. S.B. (Columbia U.) '08. Geography.
- Paine, Norman Carr, *s, a, w, sp*, Chicago. S.B. '13. Zoölogy.
- Parker, Lucile Jones, *a, sp*, Chicago. A.B. (U. of Cincinnati) '02. General Literature.
- Parker, Norman Salee, *a, w, sp*, Chicago. A.B. '10. History.
- Parkhill, Beatrice McCullough, *a, w*, Hopkinton, Ia. A.B. (Lenox C.) '11. English.
- Parks, Emerson Mears, *w, sp*, Marion, Ohio. A.B. (Oberlin C.) '09. Geology.
- Parks, Mattie Wade, *w, sp*, Forth Worth, Tex. A.B. (Butler C.) '84; A.M. (*ibid.*) '85. Romance.
- Parry, Frances Camp, *s*, Pittsburgh, Pa. A.B. (Smith C.) '99. English.
- Parsons, Ernest Dudley, *s*, Minneapolis, Minn. Ph.B. (Hamline U.) '03. English.
- Parsons, Mabel Jean, *w, sp*, Volga, Ia. A.B. (Iowa State Teachers C.) '14. History.
- Partridge, William Harvey, *s, a*, Macatawa, Mich. A.B. (Oberlin C.) '94. Latin.
- Patrick, Florence Margaret, *s, a, w*, Oak Park. S.B. '14. Anatomy.
- Patterson, Caleb Perry, *s*, Memphis, Tenn. A.B. (Vanderbilt U.) '11; A.M. (*ibid.*) '11. History.
- Patterson, Frederick David, *a*, Wichita, Kan. A.B. (Fairmont C.) '13. Anatomy.
- Patterson, Thomas Leon, *s*, North Anson, Mass. A.B. (Clark U.) '09; A.M. (U. of Kansas) '11. Physiology.
- Pattison, Salem Griswold, *s*, Cedar Rapids, Ia. A.B. (Wabash C.) '88; A.M. (Cornell U.) '91. History.
- Patton, Leroy, *s*, Beaver Falls, Pa. A.B. (Muskingum C.) '05. Chemistry.
- Patrick, John Hezzie, *w*. A.B. (U. of Missouri) '12; S.B. (*ibid.*) '12. Political Economy.
- Paxton, Mary Salina, *s*, Bloomington, Ind. A.B. (Indiana U.) '05; A.M. (*ibid.*) '11. Mathematics.
- Payne, Clarence Henri, *a, w, sp*, Louisville, Ky. A.B. (Fisk U.) '11. Chemistry.

- Peabody, Dora Mildred, *w*, Pasadena, Cal. S.B. '14. Botany.
- Peacock, Bess Reed, *a*, Roswell, N.M. Ph.B. in Ed. '12. Education.
- Pearlman, Samuel James, *sp*, Chicago. S.B. '15. Pathology.
- Pearsall, Clifford J., *a, w, sp*, Evansville, Wis. S.B. (Beloit C.) '14. Anatomy.
- Pease, Samuel James, *s*, Chicago. A.B. (Northwestern U.) '97; A.M. (*ibid.*) '98. Latin.
- Peattie, Roderick, *w, sp*, Chicago. S.B. '14. Geology.
- Pechstein, Louis Augustus, *s, a, w, sp*, Clinton, Mo. A.B. (Oklahoma Baptist U.) '12; S.B. in Ed. (U. of Missouri) '13. Psychology (fel.).
- Pedott, Joseph, *w, sp*, Chicago. Ph.B. '06. English.
- Peede, Stella, *s*, Goshen, Ind. A.B. (Indiana U.) '04; A.M. (*ibid.*) '05. Latin.
- Peets, Randolph Dillon, *s*, Brookhaven, Miss. A.B. (Millsaps C.) '12. English.
- Pence, George Billings, *sp*, Columbus, Ind. S.B. (Hanover C.) '01; A.M. (*ibid.*) '09. Philosophy.
- Penick, Katharine Sue, *s*, Marshall, Mo. A.B. (Missouri Valley C.) '14. Education.
- Pennock, Emily Cynthia, *s*, Carthage. S.B. (Carthage C.) '00. Latin.
- Perce, Elsie Gertrude, *s*, Anderson, Ind. Ph.B. '13. English.
- Perkin, Eunice Alma, *s*, Princeton. A.B. (Penn C.) '08. English.
- Perlitz, Lina, *s*, San Antonio, Tex. A.B. (U. of Kansas) '06. Romance.
- Perrin, Elizabeth Ida, *s*, Grand Rapids, Mich. Ph.B. '12. Education.
- Perry, William Sanford, *s*, Greensboro, Ala. A.B. (Southern U.) '06. Mathematics.
- Peters, Emma Bertha, *s*, Muncie, Ind. A.B. (Indiana U.) '11. Latin.
- Peters, Warren Samuel, *s*, Shelbyville, Ind. A.B. (DePauw U.) '98; A.M. (*ibid.*) '99. Latin.
- Peterson, Alphena Charlotte, *s*, West Point, Neb. A.B. (U. of Nebraska) '08. Botany.
- Peterson, Benjamin Blaine, *s*, Dunnell, Minn. A.B. (Gustavus Adolphus C.) '09. Physics.
- Peterson, Mollie Anne, *s*, Fond du Lac, Wis. Ph.B. in Ed. '12. Household Art.
- Phemister, Katharine Harriet Gannon, *w, sp*, Chicago. Ph.B. '07. Botany.
- Phillips, Thomas Guthrie, *s*, Columbus, Ohio. S.B. (Ohio State U.) '12; S.M. (*ibid.*) '13. Botany.
- Phipps, Susan Perine, *s, a*, Chicago. A.B. (Albion C.) '01. Household Art.
- Pieper, Charles John, *s, a, w, sp*, Chicago. A.B. (Wabash C.) '10. Chemistry, Education.
- Pierce, Bessie Louise, *s*, Mason City, Ia. A.B. (State U. of Iowa) '10. History.
- Pierce, James William, *s*, Washington, Mo. S.B. in Ed. (U. of Missouri) '11. Education.
- Pierson, Paul Irving, *s, w, sp*, State College Pa. A.B. (Western Reserve U.) '07. Physics (fel.).
- Pillsbury, Susan, *s*, Lincoln, Neb. A.B. (U. of Nebraska) '97. Latin.
- Piper, Ernest Everett, *a, w, sp*, Hesperia, Mich. A.B. (Kalamazoo C.) '14. Education.
- Plummer, Wilbur Clayton, *s*, Hagerstown, Md. A.B. (Lebanon Valley C.) '10. History.

- Poff, Grace Estelle, *s*, Lawrence, Kan. A.B. (U. of Kansas) '99. English.
- Polack, Mary Elizabeth, *s*, Marysville, Kan. A.B. (U. of Kansas) '11. Mathematics.
- Pollock, Rosalie, *s*, Oklahoma, Okla. S.B. (Columbia U.) '08. Education.
- Pollock, Sara Alice, *sp*, Monarch, Wyo. A.B. (Rockford C.) '13. English.
- Pope, Delmer Neal, *s*, Roswell, N.M. A.B. (Roanoke C.) '03. Education.
- Pope, Donald Irving, *a*, Fall River, Wis. A.B. (U. of Nebraska) '98. Sociology.
- Popoff, Stephen, *s*, Dubuque, Ia. B. Chem. (Cornell U.) '12. Zoölogy.
- Porter, Earle Sellers, *sp*, Norman, Okla. A.B. (U. of Oklahoma) '11; A.M. (*ibid.*) '12. Chemistry.
- Poston, Morris Brooks, *s*, Rose Hill, Kan. A.B. (C. of Emporia) '13. Chemistry.
- Potts, Frank Glenn, *s*, Columbia, S.C. A.B. (South Carolina C.) '05. German.
- Poulsen, Jane Johanne, *s*, Vermilion, S.D. A.B. (U. of South Dakota) '12. Botany.
- Powell, Clifford Spencer, *a, w, sp*, Grinnell, Ia. S.B. (Grinnell C.) '13. Physiology.
- Poyen, Rene de, *a, w, sp*, Chicago. S.B. '14. Chemistry.
- Price, Lillis, *sp*, Chicago. Ph.B. (Denison U.) '14. Education.
- Prichard, Walter, *s*, Edinburg, Ind. A.B. (Indiana U.) '14. History.
- Prince, Arthur Warren, *s*, Ironton, Mo. A.B. (William Jewell C.) '04; A.M. (*ibid.*) '05. Chemistry.
- Pritchard, Helen, *s*, Gary, Ind. A.B. (Ohio Wesleyan U.) '11. Mathematics.
- Pritchett, Robert Thomas, *s*, Jackson, Ala. A.B. '10. Education.
- Pritchett, William Evans, *s, a, w*, Huntsville, Tex. A.B. (U. of Texas) '09. English.
- Publow, Mary, *s*, Chicago. A.B. (Colorado C.) '13. English.
- Pugh, Anna, *s*, Copan, Okla. A.B. (U. of Arkansas) '07. English.
- Puryear, Lucy Goode, *s*, Orange, Va. A.B. (Hollins C.) '07; A.M. (Radcliffe C.) '11. English.
- Pyles, Miner Raymond, *s*, Lone Elm, Kan. A.B. (Baker U.) '11. Chemistry.
- Quillian, Marvin Clark, *s*, Fort Worth, Tex. A.B. (Emery C.) '95; A.M. (Vanderbilt U.) '00. Zoölogy.
- Radford, Lawrence, *s*, Eureka. A.B. (Eureka C.) '08. Chemistry.
- Rae, Linda Margaret, *s*, Moscow, Idaho. A.B. (U. of Idaho) '12. English.
- Ragan, Elizabeth Hilliard, *s*, Atlanta, Ga. A.B. (Radcliffe C.) '08. History.
- Ramos, Alfredo, *a, w*, Calumpit, Bulacan, P.I. A.B. (William Jewell C.) '14. Anatomy.
- Randle, Foster S., *s*, Aurora. A.B. (DePauw U.) '11. Education.
- Rankin, Joseph Marshall, *s*, Knoxville, Tenn. A.B. (Maryville C.) '11. Mathematics.
- Rassman, Adeline Anna, *a*, Chicago. Ph.B. '14. German.
- Rausch, Emma Katherine, *s*, Rochester, Ind. A.B. (Earlham C.) '12. English.
- Ray, Ruth Bodine, *s*, Waco, Tex. A.B. (Baylor U.) '13. Zoölogy.
- Redenbaugh, Marcus Marcellus, *s*, Tabor, Ia. A.B. (Tabor C.) '07. Education.
- Redeker, Harry Erwin, *s*, Boise, Idaho. S.B. (U. of Idaho) '12. Chemistry.
- Reed, Dudley Billings, *sp*, Chicago. A.B. (Oberlin C.) '01; M.D. (Columbia U.) '08. Zoölogy.

- Reed, Frank Hynes, *s*, Logansport, Ind. A.B. (Wabash C.) '11. Chemistry.
- Reed, Ralph James, *s*, Chicago. A.B. (Cornell U.) '08. Sociology.
- Reed, Ralph Johnston, *a, w, sp*, Hillsdale, Mich. A.B. (Hillsdale C.) '14. Political Economy.
- Reedy, John Henry, *s*, Dallas, Tex. A.M. (Southern U.) '00; S.M. '14. Chemistry.
- Reeve, Clara M., *s*, Willoughby, Ohio. S.B. (Lake Erie C.) '08. Physics.
- Reeve, Isabelle Jaensch, *w*, St. Louis, Mo. Ph.B. '11. Comparative Religion.
- Reeve, William David, *a, w*, Chicago. S.B. '09. Mathematics.
- Regan, Matthew, *s*, Wilmington, Ohio. S.B. (Wilmington C.) '07. Education.
- Reinert, Walter August, *s*, Rockford. S.B. in C.E. (U. of Wisconsin) '11. Mathematics.
- Reitz, Walter Lee, *s*, Shanksville, Pa. A.B. (Pennsylvania C.) '13. Education.
- Reticker, Ruth, *a, w, sp*, Chicago. Ph.B. '12. Political Economy.
- Reuter, Edward Byron, *a, w, sp*, Palo Alto, Cal. A.B. (U. of Missouri) '11; S.B. (*ibid.*) '11; A.M. (*ibid.*) '11. Sociology (fel.).
- Reynolds, Thomas Henry, *s*, Kansas City, Kan. A.B. (Indiana U.) '06. English.
- Rhodes, Claude Chloe, *s*, Washington, Ind. S.B. (Franklin C.) '09. Chemistry.
- Rhoton, Alvis Lemuel, *sp*, Georgetown, Ky. A.B. (Georgetown C.) '99; A.M. (Columbia U.) '01. Education.
- Rice, Jennie Gillis, *s*, Council Bluffs, Ia. Ph.B. (State U. of Iowa) '97. English.
- Richard, Arthur Lee, *s*, Elk City, Okla. A.B. (U. of Oklahoma) '13. History.
- Richardson, Caroline Frances, *s*, New Orleans, La. A.B. (Sophie Newcomb C.) '95; A.M. (Tulane U.) '06. English.
- Richardson, James Wylie, *s*, Iowa City, Ia. S.B. (Iowa Wesleyan C.) '06; A.M. (State U. of Iowa) '13. Education.
- Richardson, Russell, *w, sp*, Little Falls, N.Y. A.B. (Hamilton C.) '05. Romance.
- Richer, Isaac Newton, *sp*, Peru, Ind. Ph.B. '15. Physiology.
- Rider, Paul Reece, *s*, Independence, Mo. A.B. (William Jewell C.) '09; A.M. (*ibid.*) '10. Mathematics.
- Riggs, Lloyd Kendrick, *a, w, sp*, Toledo, Ia. S.B. (Leander Clark C.) '11. Chemistry.
- Rinehart, Blanche Florence, *s*, Boston, Ind. A.B. (Indiana State Normal S.) '11. English.
- Riss, Bertha Louise, *s*, Chicago. Ph.B. '14. German.
- Robbins, Wilford William, *s*, Boulder, Colo. A.B. (U. of Colorado) '07; A.M. (*ibid.*) '09. Botany.
- Roberts, Francis Newell, *s*, Towanda. Ph.B. '13. History.
- Roberts, Lathrop Emerson, *s*, Alberta, Can. S.B. '14. Chemistry.
- Roberts, Mildred Jessie, *s*, Chicago. A.B. (Smith C.) '13. Anatomy.
- Roberts, Ralph Marcellus, *s*, Searsboro, Ia. A.B. (Cornell C.) '07. Chemistry.
- Roberts, Robert Herbert, *s*, Alberta, Can. A.B. (McMaster U.) '07; A.M. (*ibid.*) '08. Sociology.
- Robertson, Elizabeth Gregory, *s*, Louisville, Ky. Ph.B. '08. English.
- Robertson, Hartley Grant, *a, w, sp*, Ontario, Can. A.B. (U. of Toronto) '14. Greek.
- Robertson, Louise, *s*, Louisville, Ky. S.B. '14. Botany.

- Robertson, Roy Richard, *s*, Tarkio, Mo. S.B. (Tarkio C.) '11. Education.
- Robins, Charles Armington, *a, w, sp*, Rocky Ford, Colo. A.B. (William Jewell C.) '07. Anatomy.
- Robinson, Mary Ella, *s*, St. Joseph, Mo. A.B. '05. English.
- Rock, John Lestrangle, *s*, Lexington, Okla. S.B. (U. of Oklahoma) '14; A.B. (*ibid.*) '14. Pathology.
- Rodebush, Worth Huff, *s*, Lawrence, Kan. A.B. (U. of Kansas) '12; A.M. (*ibid.*) '14. Chemistry.
- Rogers, Clarence Aaron, *s*, Stanford, Tex. A.B. (Polytechnic C.) '12. Education.
- Rogers, Fred Terry, *s, a, w, sp*, Waco, Tex. A.B. (Baylor U.) '11. Physiology (fel.).
- Rogers, Malcolm Fletcher, *a, w, sp*, Oconomowoc, Wis. S.B. (Columbia U.) '14. Anatomy.
- Rohrbaugh, Edward Gay, *a, w, sp*, Glenville, W.Va. A.B. (Allegheny C.) '00; A.M. (Harvard U.) '06. Latin.
- Roman, Frederick William, *s*, Bowling Green, Ky. A.B. (Yale U.) '02. Sociology.
- Roman, Irwin, *a, w, sp*, St. Louis, Mo. A.B. (Washington U.) '13. Mathematics.
- Roney, Josephine Warren, *s*, Burlington, Ia. Ph.B. '12. History.
- Rosa, Mary, *w*, Wellsville, N.Y. A.B. (Wellesley C.) '14. English.
- Rose, Margaret Mason, *s*, Prospect, Tenn. A.B. (Vassar C.) '07. Education.
- Rose, Real Catlin, *s*, Cawker, City, Kan. A.B. (U. of Kansas) '06. Botany.
- Rosenberg, Edwin J., *a*, Omaha, Neb. A.B. (U. of Michigan) '13. Political Economy.
- Rosenblum, Samuel Max, *a, w, sp*, Chicago. M.D. (U. of Berlin) '90. English.
- Rosenheim, Ethel, *a, w*, Chicago. S.B. '14. Anatomy.
- Rosenow, Curt, *s, a, w, sp*, Peoria. S.B. (U. of Michigan) '97. Philosophy.
- Ross, Luther Sherman, *s*, Des Moines, Ia. S.B. (U. of Illinois) '89; S.M. (*ibid.*) '90. Anatomy.
- Rountree, Ellen Jewett, *s, a, w, sp*, Platteville, Wis. L.B. (U. of Wisconsin) '94. Education.
- Rowe, Florence Edna, *s*, Dallas, Tex. A.B. (U. of Texas) '98; A.M. (*ibid.*) '00. English.
- Rowland, Sidney Archibald, *a, w*, Camden, Ark. A.B. (Ouachita C.) '07. Mathematics.
- Rubins, Ralph Burton, *s*, Madisonville, Ky. A.B. (Ohio Wesleyan U.) '03. Education.
- Rud, Anthony Melville, *a, w, sp*, Chicago. A.B. (Dartmouth C.) '14. Physiology.
- Rumsey, Louis Anthony, *s*, Stryker, Ohio. S.B. (Denison U.) '12; S.M. (*ibid.*) '13. Chemistry.
- Rush, Elmer Ellsworth, *s*, Kansas City, Mo. A.B. (U. of Missouri) '95. History.
- Russell, Beulah, *s*, Waverly, Ky. A.B. (Randolph-Macon Woman's C.) '03. Mathematics.
- Ruud, Martin Brown, *a, w*, Fosston, Minn. A.B. (U. of North Dakota) '06; A.M. (*ibid.*) '07. English.

- Ryan, Charles Diller, *s*, Springfield. A.B. (Harvard U.) '11. Chemistry.
- Ryan, Johanna Veronica, *s*, Chicago. Ph.B. '03. History.
- Ryder, Anne Chaffee, *s*, Fond du Lac, Wis. A.B. (DePauw U.) '93; A.M. (*ibid.*) '94. German.
- Sabin, Mary Esther, *s*, Evanston. Ph.B. '06. Education.
- Sackett, Clark Harold, *s*, Tallmadge, Ohio. A.B. (Oberlin C.) '04; A.M. (*ibid.*) '07. Botany.
- Saeger, Armin Louis, *s*, St. Charles, Mo. S.B. in Ed. (U. of Missouri) '13; A.B. (*ibid.*) '13. German.
- Safford, Dorothy Noble, *s*, New Orleans, La. A.B. (Tulane U.) '10. English.
- Sampson, Homer Cleveland, *a, w, sp*, Wheeler. S.B. '14. Botany.
- Sawyer, Mary Louise, *s*, Forest Park. S.B. (Beloit C.) '02. Botany.
- Seearce, Rosalie Pauline, *s*, Frankfort, Ky. A.B. (Transylvania U.) '03; A.M. (*ibid.*) '04. Mathematics.
- Schaefer, Lena Augusta, *s*, Gratiot, Ohio. A.B. '06. Education.
- Schafer, Charles Henry, *s*, Greenville, Ohio. S.B. (Ohio Wesleyan U.) '13. Psychology.
- Schaich, Emma S., *s*, Kansas City, Kan. A.B. (U. of Kansas) '02. Latin.
- Scheffel, Ora, *s*, Fairfield, Ia. S.B. (Parsons C.) '11. English.
- Schindler, Theresa Elizabeth, *s*, Cincinnati, Ohio. A.B. (Mount Holyoke C.) '06. Household Art.
- Schmalzried, Mary D., *s*, McPherson, Kan. A.B. (U. of Kansas) '10. English.
- Schmidt, Lydia Marie, *s*, Chicago. Ph.B. '01. Political Economy.
- Schmitt, Edwin Christian, *s, a, w*, Moundridge, Kan. A.B. (U. of Kansas) '12; A.M. (*ibid.*) '13. Anatomy (fel.).
- Schneider, Francis Lee, *s*, West Salem, Wis. A.B. (U. of Wisconsin) '07; A.M. (*ibid.*) '08. Latin.
- Schrader, Ida Clara, *s*, Chicago. Ph.B. '06. Physics.
- Schroedel, Theophilus Henry, *s*, Minneapolis, Minn. A.B. (Northwestern U.) '02. Semitics.
- Schuette, Minnie Antoinette, *s*, Achley, Ia. A.B. (State U. of Iowa) '08. History.
- Schumaker, Mary Viola, *s*, Ford City, Pa. A.B. (National Normal U.) '00; A.M. (Columbia U.) '03. Education.
- Schuppert, William Louis, *s*, Chicago. A.B. (U. of Wisconsin) '08; A.M. (U. of Nebraska) '09. History.
- Schuster, Stephen Alexander, *sp*, El Paso, Tex. S.B. '15. Pathology.
- Schwartz, Otto Julius, *s*, Chicago. S.B. (U. of Illinois) '12. Education.
- Scott, Anna Louise, *s*, Lansing, Mich. Ph.B. '13. History.
- Scott, Emma Jessie, *s*, Des Moines, Ia. A.B. (Drake U.) '11. Latin.
- Scott, Hally Mering, *a, w, sp*, Shandon, O. A.B. (Oberlin C.) '11; A.M. (U. of Missouri) '14. Geology.
- Scott, Joseph Meholin, *a*, Mingo Junction, Ohio. S.B. (Mount Union C.) '13. Geology.
- Scott, Kate Frances, *a, w, sp*, Wooster, Ohio. Ph.B. (U. of Wooster) '12. Anatomy.
- Scott, Margaret Whittaitt, *a, w, sp*, Poplarville, Miss. A.B. (Mississippi Industrial Inst. and C.) '02. English.

- Scott, Marion Sturges, *a, w*, Chicago. A.B. (Bryn Mawr C.) '11. History.
- Sears, Harry Johnson, *s*, Palo Alto, Cal. A.B. (Leland Stanford Junior U.) '11; A.M. (*ibid.*) '12. Physiology.
- Seaton, Oliver Ernest, *s*, Pittsville, Me. Ph.B. '14. History.
- Seevers, Zoe Williams, *s*, Des Moines, Ia. A.B. (State U. of Iowa) '91; A.M. (Drake U.) '04. English.
- Senton, Alberta, *s*, Streator. A.B. (U. of Minnesota) '10. Education.
- Shackelford, Benjamin Estill, *a, w, sp*, Columbia, Mo. A.B. (U. of Missouri) '12; A.M. (*ibid.*) '13. Physics (fel.).
- Shackelford, Laura D., *s*, Washington, D.C. S.B. (George Washington U.) '09. Botany.
- Shaffer, Elisabeth Mary, *s*, David City, Neb. A.B. (U. of Nebraska) '10. Education.
- Shapere, Abraham Dudley, *w, sp*, St. Paul, Minn. S.B. (U. of Minnesota) '14. Bacteriology.
- Sharp, Harry Morrison, *s*, Curve, Tenn. A.B. (Vanderbilt U.) '06. Physics.
- Sheaff, Howard Martin, *s*, Hastings, Neb. A.B. (U. of Nebraska) '10. Chemistry.
- Sheaffer, Oscar Jackson, *s*, New Castle, Pa. A.B. (Washington and Jefferson C.) '05. History.
- Sheehan, Sarah Eleanor, *s*, Niles, Mich. A.B. (U. of Michigan) '96. Latin.
- Sheets, Beatrice H., *s*, Columbus, Ohio. A.B. (Ohio State U.) '07; A.M. (*ibid.*) '08. Sociology.
- Sheffer, William Elias, *s*, Lamartine, Pa. A.B. (Allegheny C.) '12. History.
- Shelly, Mary Margaret, *s*, Louisville, Ky. A.B. (Vassar C.) '10. English.
- Shelton, George Reed, *s*, Columbia, Ky. A.B. (Cornell U.) '12. Chemistry.
- Shepard, Edward Lewis, *s*, East Lansing, Mich. S.B. (U. of Missouri) '01. Mathematics.
- Shephard, Homer Paul, *s*, Atchison, Kan. S.B. (Baker U.) '05. Education.
- Sherman, Adaline, *a, w*, Cleveland, Ohio. A.B. (C. for Women, Western Reserve U.) '06. Education.
- Sherman, Hope, *s, a, w, sp*, Brookline, Mass. A.B. (Smith C.) '07. Botany.
- Sherrill, Mary Lura, *s*, Raleigh, N.C. A.B. (Randolph-Macon Woman's C.) '09; A.M. (*ibid.*) '11. Chemistry.
- Sherwin, Margaret O'Leary, *s*, North Haven, Conn. S.B. (St. Lawrence U.) '12. General Literature.
- Sherwood, Loraine Robertson, *s*, Everett, Wash. Ph.B. '13. Education.
- Sherwood, Noble Pierce, *s*, St. Lawrence, Kan. S.B. (U. of Kansas) '05; A.M. (*ibid.*) '11. Bacteriology.
- Shideler, John Whittier, *s*, Junction City, Kan. Ph.B. '09. History.
- Shield, Margaret Calderwood, *a, w, sp*, St. Johnsbury, Vt. A.B. (Mount Holyoke C.) '05. Mathematics.
- Shipman, Jennie Spaulding, *s*, Chicago. A.B. (Smith C.) '01. Romance.
- Shirk, Harold L., *a, w*, Topeka, Kan. A.B. (Washburn C.) '14. Anatomy.
- Shirley, Flora Amanda Bass, *s*, Chicago. A.B. (Vassar C.) '87. Romance.
- Shirley, William Firmend, *s*, Garrett, Ind. A.B. (Wabash C.) '07. Education.
- Short, Jessie May, *s, a, w, sp*, Chicago. A.B. (Beloit C.) '00. Astronomy (fel.).
- Shoup, Charles Merrill, *s*, Ligonier, Pa. A.B. (Thiel C.) '03. Psychology.

- Shumate, Wade Hampton, *s*, Tahlequah, Okla. A.B. (U. of Oklahoma) '14. Education.
- Shupp, Paul Frederick, *w*, Hillsdale, Mich. Ph.B. '14. Philosophy.
- Silvey, Oscar William, *s*, *a*, *w*, *sp*, Lafayette, Ind. A.B. (Indiana U.) '07; A.M. (*ibid.*) '10. Physics (fel.).
- Simmons, Henry Sherman, *w*, *sp*, Boise, Idaho. Ph.B. '14. Education.
- Simonda, James Person, *s*, Chicago. A.B. (Baylor U.) '01. Physiology.
- Simons, Frederick Myerle, *a*, *w*, *sp*, Moylan, Pa. A.B. (Swarthmore C.) '09; A.M. (*ibid.*) '12. Political Economy.
- Sisson, Frederick Myron, *a*, *w*, Austin. Ph.B. '07. Philosophy.
- Sizer, James Peyton, *s*, Philadelphia, Tenn. A.B. (Emory and Henry C.) '12. History.
- Skinner, Charles Edward, *s*, Newark, Ohio. S.B. in Ed. (Ohio U.) '14. Psychology.
- Skinner, Charles Ellsworth, *s*, Boonville, Ind. A.B. (Indiana U.) '05. Education.
- Skinner, George Henry, *s*, Bay City, Mich. A.B. (Olivet C.) '05. Education.
- Skinner, John Knox, *s*, Chicago. A.B. (U. of Illinois) '14. Education.
- Slack, Mary Cone, *a*, Hermansville, Mich. A.B. (Lawrence C.) '08. English.
- Slater, Mildred Mary, *s*, Lead, S.D. A.B. (U. of Nebraska) '06. History.
- Slaughter, Minnie May, *a*, *w*, *sp*, Rome, Ind. A.B. (Indiana U.) '13. Mathematics.
- Sliffe, Helene, *s*, Marshall, Mo. Ph.B. (Missouri Valley C.) '07. Education.
- Sligh, Tom Staudifer, *s*, State College, Pa. S.B. (Louisiana State U.) '11; S.M. (Pennsylvania State C.) '11. Physics.
- Sloan, Ethel Irene, *s*, Chicago. A.B. (Albion C.) '06. English.
- Sloan, LeRoy Hendrick, *w*, *sp*, Chicago. S.B. '14. Physiology.
- Smiley, Elizabeth Freeman, *s*, *a*, *w*, *sp*, Galesburg. A.B. (Monmouth C.) '00. Latin.
- Smith, Braadus Monroe, *s*, Franklin, Ind. A.B. (Franklin C.) '10. Education.
- Smith, Charles Spurgeon, *s*, Cuero, Tex. S.B. (Baylor U.) '10. Physiology.
- Smith, Esther Margarete, *a*, Wilkinsburg, Pa. A.B. (Smith C.) '10. German.
- Smith, Floyd, *s*, Lohn, Tex. A.B. (U. of Texas) '13. General Literature.
- Smith, Fred, *a*, *w*, *sp*, Ada, Ohio. A.B. '09. Greek (fel.).
- Smith, Henry Ernest, *s*, Amherst, Mass. A.B. '02. English.
- Smith, Herbert Johnson, *s*, Agricultural College, Miss. S.B. (Mississippi Agricultural and Mechanical C.) '06. Chemistry.
- Smith, Herman Lyle, *w*, *sp*, Rossville, Ind. S.B. '14. Mathematics.
- Smith, Inez Michener, *sp*, Chicago. Ph.B. (Oberlin C.) '92. History.
- Smith, James Esse Brown, *s*, Christiansburg, Va. A.B. (Roanoke C.) '99; A.M. (*ibid.*) '02. Education.
- Smith, Joseph Earl, *a*, Eureka. A.B. (Cotner C.) '09; A.M. (U. of Nebraska) '14. Philosophy.
- Smith, Josephine Elizabeth, *a*, *w*, *sp*, Lawson, Mo. S.B. '14. Physiology.
- Smith, Leon Perdue, *s*, LaGrange, Ga. A.B. (Emery C.) '92. Chemistry.
- Smith, Lester Alvin, *s*, Portis, Kan. A.B. (U. of Kansas) '13; A.M. (*ibid.*) '14. Pathology.
- Smith, Lucile, *s*, Fort Totten, N.D. A.B. (U. of Minnesota) '14. English.

- Smith, Mildred Alola, *s*, Westville, Ind. S.B. (Northwestern U.) '04. Household Art.
- Smith, Myrtle, *s, a*, Latham, Kan. A.B. (Southwestern C.) '09. History.
- Smith, Olive May Pardee, *s*, Glens Falls, N.Y. A.B. (Smith C.) '06. German.
- Smith, Thomas Marshall, *a, w, sp*, Bristol, Tenn. S.B. (State U. of Kentucky) '04; S.M. (*ibid.*) '05. Chemistry.
- Smith, Willard Mallalieu, *s*, Berwyn. A.B. (Lawrence C.) '09. English.
- Sneath, George Mark, *s, a, w, sp*, Chapel Hill, N.C. A.B. (Yale U.) '07; A.M. (*ibid.*) '10. English.
- Snyder, Edith Marie, *s*, Lafayette, Ind. S.B. (Purdue U.) '14. Household Art.
- Snyder, Flora Winifred, *s*, Moores Hill, Ind. Ph.B. (Moores Hill C.) '04; A.M. (*ibid.*) '05. English.
- Snyder, William A., *s*, Wilmette. A.B. (Washburn C.) '12. Mathematics.
- Sobey, Albert, *s*, Hancock, Mich. S.B. (Michigan Agricultural C.) '09. Mathematics.
- Soland, Johanna Grace, *s*, Blair, Wis. A.B. (U. of Wisconsin) '11; A.M. (*ibid.*) '13. English.
- Solter, Frederic George, *s*, Kingman, Kan. A.B. (Fairmount C.) '11. Education.
- Soma, Yone, *w, sp*, Chicago. A.B. (Wheaton C.) '14. Anatomy.
- Sorrell, Lewis Carlyle, *s*, Carthage, N.Y. A.B. (Colgate U.) '11. Political Economy.
- Souder, Wilmer Henry, *a, w, sp*, Salem, Ind. A.B. (Indiana U.) '10; A.M. (*ibid.*) '11. Physics.
- Spaeth, Louise Marie, *s*, Austin, Tex. A.B. (U. of Texas) '08. German.
- Sparks, Madge, *s*, Marshalltown, Ia. A.B. (Northwestern U.) '09. Household Art.
- Specker, Guy Greene, *s*, Lafayette, Ind. A.B. (Indiana U.) '12; A.M. (*ibid.*) '13. Mathematics.
- Spencer, Adelin Elam, *s*, New Orleans, La. A.B. (Tulane U.) '92; A.M. (*ibid.*) '94; S.M. (Cornell U.) '96. Chemistry.
- Spencer, Simpson Edward, *a, w*, East Northfield, Mass. A.B. (Yale U.) '14. Political Economy.
- Spieth, George Edward, *s*, Albany, Mo. A.B. (Defiance C.) '11. Chemistry.
- Spigener, Frank Sims, *s*, Ward, S.C. A.B. (U. of South Carolina) '10. English.
- Spillman, Gustavus Leonhard, *s*, Louisville, Ky. A.B. (Indiana U.) '97. German.
- Spitzer, George, *s*, Lafayette, Ind. S.B. (Purdue U.) '10. Mathematics.
- Splawn, William Marshall Walter, *w, sp*, Belton, Tex. A.B. (Baylor U.) '06. Political Economy.
- Sprouse, Claude Willard, *w*, Richmond. Ph.B. '14. Sociology.
- Stam, Nicholas Cornelius, *sp*, Chicago. S.B. '15. Pathology.
- Stamy, David Leslie, *s*, Chambersburg, Pa. A.B. (Ursinus C.) '08. Mathematics.
- Stanley, John Wistor, *a*, Emporia, Kan. A.B. (Friends' U.) '10. Botany.
- Starin, William Alfred, *s*, Nelawaka, Kan. A.B. (U. of Kansas) '06; A.M. (*ibid.*) '08. Pathology.
- Steadman, John Marcellus, *a, w, sp*, Spartanburg, S.C. A.B. (Wofford C.) '09; A.M. (*ibid.*) '12. English (fel.).

- Steagall, Mary Minervia, *s*, Ypsilanti, Mich. Ph.B. '05. Botany.
- Stearns, Oletha, *s*, Boulder, Colo. A.B. (U. of Colorado) '11. Education.
- Stearns, Virginia, *s*, Boston, Mass. A.B. (U. of Michigan) '07. German.
- Steeper, Hubert de Tinsley, *s*, Abilene, Kan. A.B. (U. of Kansas) '09. Education.
- Steiner, Charles Frederick, *s*, Waterloo, Ill. A.B. (Oberlin C.) '10. German.
- Stephen, Alif, *s*, Lewisburg, Pa. A.B. (Bucknell U.) '04. Education.
- Stephen, Welthy, *s*, Chicago. Ph.B. '03. History.
- Stephenson, Eugene Austin, *a, w*, Adrian, Mich. S.B. (Adrian C.) '05; Ph.D. '15. Geology, Chemistry.
- Stephenson, Oie Worth, *a, w, sp*, Detroit, Mich. S.B. (Michigan State Agricultural C.) '08. History.
- Stevens, Mary Corinne, *s*, Baton Rouge, La. A.B. (U. of Nashville) '93; Ph.B. '09. Latin.
- Stevenson, Orland John, *s*, Toronto, Can. A.M. (U. of Toronto) '94. Education.
- Stinard, Jesse Floyd, *s*, Harford, N.Y. A.B. (Brown U.) '00; A.M. (Pennsylvania State C.) '10. German.
- Stockton, Frank Webb, *a, w*, Chicago. A.B. (U. of Kansas) '11. Chemistry.
- Stoehr, Irma Leonie, *s*, Cincinnati, Ohio. Ph.B. '12. English.
- Stone, Clarence Robert, *s*, St. Louis, Mo. S.B. (U. of Missouri) '09; A.B. (*ibid.*) '10. Education.
- Stone, Lyra Luella, *s*, Indianapolis, Ind. A.B. (Goucher C.) '08. Home Economics.
- Stone, Raleigh Webster, *s, a, w, sp*, Bryant, Ind. S.B. (Valparaiso U.) '10; S.M. (*ibid.*) '14. History.
- Stoney, Ruth Frances, *sp*, Clinton, Wis. Ph.B. in Ed. '14. Chemistry.
- Stopher, Emmet C., *s*, Noblesville, Ind. A.B. (Wabash C.) '06. Education.
- Storm, Grace Emily, *s, a, w*, Carbondale. Ph.B. in Ed. '12. Education.
- Storm, Howard Charles, *s*, Maquoketa, Ia. A.B. (U. of Illinois) '05. Education.
- Storm, William Burns, *s*, Savanna. Ph.B. (Denison U.) '08. Education.
- Storrs, Grace Cockle, *s, a*, Chicago. A.B. (U. of Denver) '02. English.
- Stouffer, Karl J., *s*, Bloomdale, Ohio. S.B. (Otterbein U.) '10; A.M. (*ibid.*) '10. Physics.
- Stover, Arthur Reece, *s*, Little Rock, Ark. A.B. (Baker U.) '87; A.M. (*ibid.*) '90; M.D. (Missouri Medical C.) '93. Physiology.
- Strong, Ralph Kempton, *s*, Kentville, N.S. A.B. (Acadia U.) '05; S.B. (*ibid.*) '07; A.M. (Harvard U.) '07. Chemistry.
- Stull, DeForest, *w*, Marquette, Mich. A.B. (Coe C.) '06. Geography.
- Sturgeon, William Elias, *s*, DeKalb, Tex. A.B. (Texas Christian U.) '09. Chemistry.
- Sudbury, Nelly Hough, *s*, Muncie, Ind. A.B. (Indiana U.) '93. English.
- Sullivan, Margaret Veronica, *a*, Chicago. Ph.B. '12. Political Economy.
- Swainson, Anna Elizabeth, *s*, Bloomington, Ind. S.B. (U. of Missouri) '09; A.M. (Columbia U.) '13. Household Art.
- Swan, Lawrence Wardel, *a*, Bellefontaine, Ohio. A.B. (Miami U.) '07; A.M. (U. of Vermont) '14. Political Economy (fel.).
- Swartz, Walter Johann, *s*, Chicago. A.B. (William Jewell C.) '12; A.M. '13. Latin.

- Sweany, Mark Joseph, *s*, Chicago. A.B. (U. of Michigan) '08; A.M. (Harvard U.) '09. History.
- Sweet, Winfield Carey, *s, a, w*, Chicago. S.B. (Colgate U.) '13. Anatomy.
- Swift, Elizabeth Andrews, *s*, Chicago. A.B. (U. of Illinois) '09. Sociology.
- Symington, Edith Crawford, *s*, San Antonio, Tex. A.B. (U. of Texas) '06; A.M. (*ibid.*) '10. Greek.
- Syvret, Clara Maud, *a, w, sp*, Chambersburg, Pa. A.B. (Mount Holyoke C.) '98. Romance.
- Taff, Nollie Olin, *s*, Waldron, Ark. A.B. (U. of Arkansas) '12. History.
- Tanner, James Weaver, *s*, St. John, Kan. A.B. (Ottawa U.) '13. History.
- Tansey, Vivian Ouray, *a, w, sp*, Chicago. S.B. '13. Geology (fel.).
- Tatlock, Orrett, *sp*, Ann Arbor, Mich. A.B. (U. of Michigan) '09; A.M. (*ibid.*) '15. Philosophy.
- Taylor, Araville Meek, *s*, Centerville, Ia. L.B. (Allegheny C.) '04. Zoölogy.
- Taylor, Edward Ayers, *s*, Pueblo, Colo. A.B. (Phillips U.) '11. English.
- Taylor, Jean Elsie, *s*, Mount Moriah, Mo. A.B. (U. of Missouri) '07. English.
- Taylor, Miriam Maude, *s*, West Elkton, Ohio. A.B. (Earlham C.) '01; Ph.B. in Ed. '14. English.
- Taylor, Raymond Garfield, *s*, Manhattan, Kan. A.B. (U. of Kansas) '07. History.
- Teder, Joseph Edward, *s*, Ellsworth, Ind. Ph.B. '14. Education.
- Telken, Lydia Maria, *a, w, sp*, Chicago. A.B. (U. of North Dakota) '10. English.
- Tennant, Robert Alexander, *s*, Midland, Md. A.B. (St. John's C.) '13. Physics.
- Thacker, Mabel Arvilla, *s*, Lexington, Okla. A.B. (U. of Oklahoma) '12. English.
- Thatcher, Harvey Shepard, *s, a, w, sp*, Attica, Ohio. A.B. (Ohio State U.) '09. Botany.
- Thomas, Abram Owen, *s*, Iowa City, Ia. Ph.B. (State U. of Iowa) '04; S.M. (*ibid.*) '09. Geology.
- Thomas, Edward Brown, *a, w, sp*, Chicago. Ph.B. '14. Sociology.
- Thomas, Ethel Estella, *s*, Manhattan, Kan. A.B. (Baker U.) '08. English.
- Thomas, Olive Jackman, *a, w, sp*, Riverside. S.B. '13. Geography.
- Thomas, Robert Edward, *s*, Marlin, Tex. A.B. (U. of Texas) '13. History.
- Thomas, William Alexander, *s, a, w*, Chicago. Ph.B. '12. Anatomy.
- Thompson, Gena Sophia, *s*, Mount Horeb, Wis. Ph.B. '13. Sociology.
- Thompson, Louis, *s*, South Haven, Mich. S.B. (Kalamazoo C.) '14. Physics.
- Thomson, Charles Alexander, *s*, Spokane, Wash. A.B. (Dalhousie C.) '03. Physiology.
- Thuermer, Charles Herman, *s*, Aurora, Ind. A.B. (Indiana U.) '07. Chemistry.
- Timm, Florence Adaline, *w, sp*, Chicago. Ph.B. '07; Ed.B. '07. History.
- Tindall, Robert Currie, *s*, Chicago. Ph.B. '14. Education.
- Todd, Charles Otto, *s*, Anderson, Ind. A.B. (Indiana U.) '11. Education.
- Todd, Grace Augusta, *s*, Jackson, Mich. A.B. (U. of Michigan) '05. History.
- Tohill, Louis Arthur, *s*, Ridge Farm. A.B. (U. of Illinois) '12; A.M. (*ibid.*) '14. History.
- Torpin, Richard Ivan, *a, w*, Oakdale, Neb. A.B. (Nebraska Wesleyan U.) '13. Anatomy.
- Torrey, Robert *s*, University, Miss. Ph.B. (U. of Illinois) '10. Mathematics.

- Tower, Lucia Kieve, *w, sp*, Chicago. Ph.B. (U. of Michigan) '95. Psychology.
- Towne, Roy, *s*, St. Paul, Minn. A.B. (Brown U.) '05; A.M. (*ibid.*) '10. Greek.
- Trace, Gertrude May, *a, w, sp*, San José, Cal. A.B. (Leland Stanford Junior U.) '14. Philosophy.
- Trautwein, Clara Elizabeth, *s*, Goshen, Ind. A.B. (Indiana U.) '06. German.
- Treleven, John Edward, *s*, Austin, Tex. A.B. (U. of Wisconsin) '10. Political Economy.
- Trolander, Elmer Wilson, *w, sp*, Alborn, Minn. S.B. (Macalester C.) '14. Chemistry.
- Tschanz, Herman C., *s*, Eugene, Ore. A.B. (U. of Oregon) '13. Education.
- Tsou, Ying Hsuwen, *s, a, w*, Soochow, China. S.B. (Cornell U.) '12; M.S. (U. of Illinois) '13. Botany.
- Tsuchiya, Hiromu, *s*, Osaka, Japan. A.B. (U. of Missouri) '13. Bacteriology.
- Tucker, David Andrew, *s*, Hillsdale, Mich. A.B. (Parker C.) '09; A.M. (*ibid.*) '10. Chemistry.
- Tulasker, Krishnabai, *s, a, w, sp*, Milwaukee, Wis. A.B. (Lawrence C.) '14. History.
- Turkerman, Florence Sophie, *s*, New Lyme, Ohio. A.B. (Smith C.) '86. Latin.
- Turner, John Sidney, *s*, Fayetteville, Ark. A.B. (Cambridge U., England) '06. Mathematics.
- Turner, William DeGarmo, *sp*, Chicago. S.B. '09. Chemistry.
- Tuttle, Marian Erneth, *s*, Burlington, N.C. A.B. (Trinity C.) '06; A.M. (Columbia U.) '08. English.
- Tyler, Mabel Nina, *a*, Exeter, N.H. A.B. (Mount Holyoke C.) '05; A.M. (Olivet C.) '13. German.
- Tyner, Martha Alice, *s*, Andrew, Ind. A.B. (Indiana U.) '09. History.
- Tyson, Paul Leighton, *s*, Santa Anna, Tex. A.B. (Texas Christian U.) '08; A.M. (*ibid.*) '09. Physics.
- Uesugi, Sumio, *sp*, Tokyo, Japan. Ph.B. (Denison U.) '12. Sociology.
- Uhl, Willis Lemon, *s*, Angola, Ind. A.B. (Northwestern U.) '11. Education.
- Ulrich, Katherine Matilda, *s*, Monona, Ia. Ph.B. (Upper Iowa U.) '08. Botany.
- Underwood, Purdie Anderson, *s*, Pendleton, S.C. A.B. (Wake Forest C.) '12; A.M. (*ibid.*) '14. Political Science.
- Unverferth, Ernst Christian, *s*, Freelandville, Ind. S.B. in Ed. '14. Education.
- Usher, George Ephraim, *s*, Summit, Ga. A.B. (U. of Georgia) '00. Latin.
- Vaccariello, Michael A., *a*, Cleveland, Ohio. A.B. (Western Reserve U.) '10. Romance.
- Vallandigham, John, *s*, Wheatley, Ky. A.B. (Georgetown C.) '11. Mathematics.
- Van Cleve, Morrison Robb, *s*, Toledo, Ohio. A.B. (U. of Pennsylvania) '10. Education.
- Van Dyke, Irvin Clod, *s*, Huntington, Pa. A.B. (Juniata C.) '06. History.
- Van Harlingen, Edna May, *a, w*, Chicago. A.B. (Vassar C.) '11. German.
- Van Tuyl, Francis Maurice, *sp*, West Point, Ia. A.B. (State U. of Iowa) '11; S.M. (*ibid.*) '12. Geology.
- Vasey, Harvey Elmer, *s*, Lincoln, Neb. S.B. (U. of Nebraska) '13; A.M. (*ibid.*) '14. Botany.

- Vaughn, Susan Kirkman, *s*, Florence, Ala. Ph.B. in Ed. '10. History.
- Venable, George Lyle, *w, sp*, Oskaloosa, Ia. S.B. '14. Physiology.
- Vineyard, Anna, *s*, Helena, Ark. S.B. '09. Zoölogy.
- Visscher, William Wallace, *s*, Holland, Mich. A.B. (Hope C.) '12. Romance.
- Voigt, Adrian Lee, *s*, San Marcos, Tex. A.B. (Southwestern C.) '11. Physics.
- Volini, Italo Fred, *sp*, Chicago. S.B. '15. Pathology.
- Vondracek, Olga Olive, *a, w, sp*, Cedar Rapids, Ia. Ph.B. '08. Political Economy.
- Vosburgh, Isabella Marion, *s*, Oak Park. A.B. (Mount Holyoke C.) '10. Chemistry.
- Wade, Coradel, *s*, Terre Haute, Ind. S.B. '12. Mathematics.
- Waffle, Earl Raymond, *s*, Marion, Ia. S.B. (Coe C.) '13. Chemistry.
- Wagner, Florence Ruth, *a, w, sp*, Delaware, Ohio. L.B. (Ohio Wesleyan U.) '06. English.
- Waide, Frederick Gordon, *s*, Tempe, Ariz. A.B. (Howard U.) '00; M.Pd. (New York U.) '07. Philosophy.
- Walbert, George Ephraim, *s*, Waynesburg, Pa. A.B. (Franklin and Marshall C.) '08. German.
- Wald, Arthur Emanuel, *s*, Wichita, Kan. A.B. (Augustana C.) '05. German.
- Walker, Edgar Roy, *s*, Maryville, Tenn. A.B. (Maryville C.) '09. Mathematics.
- Waller, John Claude, *w, sp*, London, England. A.B. (Cambridge U.) '13. Physiology.
- Wallis, Mary, *s*, Youngstown, Ohio. L.B. (Ohio Wesleyan U.) '07. Geography.
- Walton, Thomas Orr, *a, w, sp*, Kalamazoo, Mich. A.B. (Kalamazoo C.) '14. Mathematics.
- Ward, Dorothy Sandiford, *s*, Lawrence, Kan. A.B. (U. of Kansas) '14. Botany.
- Ward, Harold Bernard, *w*, Mount Pleasant, Mich. S.B. '14. Geography.
- Ward, Mabel, *a*, Hattiesburg, Miss. S.B. (Columbia U.) '10. General Literature.
- Wardlow, Chester Cameron, *a, w, sp*, Dayton, Ohio. A.B. (Juniata C.) '13. Political Science.
- Warford, Mary Emma, *a, w*, Geneva. A.B. (Beloit C.) '11; Ph.B. in Ed. '14. Household Administration.
- Watson, Cuthbert Melrose, *s, a, w, sp*, New York, N.Y. A.B. (Columbia U.) '13. Chemistry.
- Watson, Earnest Charles, *a, w, sp*, San Francisco, Cal. Ph.B. (Lafayette C.) '14. Physics.
- Watson, Edward Carl, *s*, Goldsmith, Ind. A.B. (DePauw U.) '06. Physics.
- Watson, Ruth Rebecca, *a*, Chicago. Ph.B. in Ed. '14. Education.
- Weathersby, William Henington, *s*, Clinton, Miss. A.B. (Mississippi C.) '00; A.M. (*ibid.*) '01. Latin.
- Webb, Louie Winfield, *sp*, Texarkana, Ark. A.B. (Ouachita C.) '06; A.M. '13. Psychology.
- Webb, William Snyder, *s*, Greendale, Ky. S.B. (State U. of Kentucky) '01; S.M. (*ibid.*) '02. Physics.
- Weber, Ephraim, *a, w, sp*, Saskatchewan, Can. A.M. (Queens U.) '14. German.
- Weber, George Fred, *s*, South Bend, Ind. Ph.B. in Ed. '13. Education.
- Weber, Mary Amalia, *s*, Pana. A.B. (U. of Michigan) '09. Mathematics.

- Webster, Frank Martindale, *w, sp*, Chicago. Ph.B. '14. English.
- Weese, Asa Orrien, *s*, Albuquerque, N.M. A.B. (U. of Minnesota) '09. Zoölogy.
- Weigel, John Conrad, *a*, Joliet. A.B. (Lombard C.) '08. German.
- Weld, Mildred Abbie, *s*, Indianapolis, Ind. S.B. (Middleburg C.) '01. English.
- Welday, Samuel Oliver, *s*, Bloomingdale, Ohio. A.B. (Ohio U.) '12. Education.
- Wells, Edith, *s*, Maryville, Mo. A.B. (Park C.) '08. Education.
- Wells, Morris Miller, *s*, Woodston, Kan. S.B. '12. Zoölogy.
- Wheatley, Marshall Arthur, *s*, Gladwin, Mich. A.B. (Albion C.) '11; A.M. (*ibid.*) '12. Chemistry.
- Wheless, Archie Reed, *s*, Hopkinton, Ia. L.B. (Lenox C.) '13. Sociology.
- White, Cecile Dulaney, *a, w*, Chicago. Ph.B. '14. German.
- White, Dorrance Stinchfield, *a, w, sp*, St. Joseph, Mo. A.B. (Bates C.) '07; A.M. (U. of Missouri) '14. Latin.
- White, Ernest Harl, *s*, Comer, Ky. A.B. (Clark C.) '11. Physiology.
- White, Herbert Thomas, *s*, Ontario, Can. A.B. (Queens U.) '07; A.M. (*ibid.*) '09; S.B. (*ibid.*) '09. Zoölogy.
- White, Jesse William, *s*, Apple River. S.B. (U. of Wooster) '13. Physics.
- White, Laura Amanda, *s*, Webster City, Ia. A.B. (U. of Nebraska) '04. History.
- White, Leonard Dupée, *w, sp*, North Acton, Mass. S.B. (Dartmouth C.) '14; A.M. (*ibid.*) '14. Political Science.
- White, Orris Otto, *a*, Edinburg, Ind. A.B. '06. English.
- White, Paul Amos, *s*, Washington, D.C. Ph.B. '08. Chemistry.
- White, Pebebe Anna, *a*, Kingfisher, Okla. A.B. (Kingfisher C.) '04. Latin (fel.).
- Whiteside, Annie Christine, *s*, Bellbuckle, Tenn. A.B. (Randolph-Macon Woman's C.) '10. Mathematics.
- Whitney, Walter Ticknor, *a, w, sp*, Claremont, Cal. S.B. (Pomona C.) '10; S.M. (*ibid.*) '12. Physics (fel.).
- Whittlesey, Derwent Stainthorpe, *a, w, sp*, Rockford. Ph.B. '13. History (fel.).
- Wigger, William Frederick, *a, w, sp*, Chicago. S.B. '05. Chemistry.
- Wilcox, Henry Slater, *s*, Little Falls, N.Y. S.B. (Trinity C.) '08; A.M. (Harvard U.) '11. Anatomy.
- Wild, Hulda, *s*, Nacogdoches, Tex. A.B. (U. of Texas) '09. Education.
- Wildman, Augusta Amanda, *s*, East St. Louis. A.B. (Wellesley C.) '02. English.
- Wilkins, Eliza Gregory, *s, a, w, sp*, Willimantic, Conn. A.B. (Wellesley C.) '04. Greek (fel.).
- Wilkins, Thomas Russell, *s, a, w, sp*, Toronto, Can. A.B. (McMaster U.) '12. Physics.
- Willard, Thomas Abraham, *s*, Aberdeen, Tex. A.B. (U. of Texas) '10; A.M. (*ibid.*) '12. Chemistry.
- Williams, Frank Argyle, *w, sp*, Lockbourne, Ohio. S.B. '14. Physiology.
- Williams, Frank Ernest, *s*, Madison, Wis. A.B. (U. of Wisconsin) '10; A.M. (*ibid.*) '12. Geography.
- Williams, George Byron, *a, sp*, Harvey. S.B. (Denison U.) '11. Education.
- Williams, Harriet Helen, *s*, New Sharon, Ia. A.B. (State U. of Iowa) '10. History.
- Williams, Henry Sullivan, *s*, Oberlin, Ohio. A.B. (Oberlin C.) '11. Education.

- Williams, Leister Earl, *s*, Greensboro, Ala. S.B. '13. Mathematics.
- Williams, Robert Daniel, *s*, Minneapolis, Minn. A.B. (Princeton U.) '03; A.M. (*ibid.*) '04. Mathematics.
- Williams, William Lloyd Garrison, *s*, Oxford, Ohio. A.B. (Oxford U., England) '13. Mathematics.
- Williamson, John Theophilus, *s*, Jamaica, W.I. S.B. (Kalamazoo C.) '11. Physiology.
- Willson, Lawrence Herrick, *w, sp*, Wauseon, Ohio. S.B. '14. Physics.
- Wilson, Angeline, *a*, South Haven, Mich. A.B. (U. of Michigan) '03. Mathematics.
- Wilson, Carl Burghardt, *s*, Moorhead, Minn. A.B. (Oberlin C.) '06; A.M. (*ibid.*) '09. Botany.
- Wilson, Ernest Dana, *s, a, w, sp*, Lincoln, Neb. S.B. (U. of Nebraska) '13. Chemistry.
- Wilson, Ervin Filmore, *a, w, sp*, Columbus, Neb. S.B. (U. of Nebraska) '11. Chemistry.
- Wilson, Walter Byron, *a, w, sp*, Gibbs, Mo. A.B. (U. of Missouri) '13; A.M. (*ibid.*) '14. Geology (fel.).
- Wiltbank, Rutledge Thornton, *a, w*, Chicago. Ph.B. (Bucknell U.) '98. Psychology.
- Winn, Philip Bird, *s*, Brooklyn, N.Y. L.B. (Lebanon U.) '92; A.M. (Columbia U.) '11. Physics.
- Witcraft, Roland Orval, *s*, Mount Gilead, Ohio. S.B. (Ohio Wesleyan U.) '09. Mathematics.
- Woelfel, Albert, *s*, Chicago. M.D. (U. of Leipzig) '02. Chemistry.
- Woitishak, Mary Alice, *s*, Cedar Rapids, Ia. S.B. (Coe C.) '14. Household Art.
- Wolfe, Annie Lee, *s*, Walton, Ky. S.B. (Georgetown C.) '97. Education.
- Wollaston, Katherine Denise, *s*, Chicago. Ph.B. '14. Romance.
- Woods, Roscoe, *s*, Vanarsdell, Ky. A.B. (Georgetown C.) '14. Mathematics.
- Woodward, Lee Roy, *a, w, sp*, Macon City, Ia. S.B. (Grinnell C.) '09. Anatomy.
- Woolfolk, Ada Swallow, *s*, Louisville, Ky. S.B. (Wellesley C.) '91. English.
- Work, James Robert, *s*, Sioux Falls, S.D. A.B. '11. Latin.
- Workman, Clyde Huber, *s*, Red Lake Falls, Minn. A.B. (Iowa State Teachers C.) '12. Education.
- Wort, Julia Minot, *s*, Lincoln, Neb. A.B. (U. of Nebraska) '97. History.
- Wotawa, Edward John, *s*, Omaha, Neb. S.B. (Purdue U.) '12. Physics.
- Wreidt, Ernest August, *w, sp*, Chicago. Ph.B. (Kalamazoo C.) '00; A.B. '03. Education.
- Wright, Arkley, *s*, Erlangen, Ky. A.B. (Georgetown C.) '11. Latin.
- Wright, Elsie Lemyra, *sp*, Fergus Falls, Minn. A.B. (Wellesley C.) '09. Philosophy.
- Wright, Helen Russell, *a, w, sp*, Evanston. A.B. (Smith C.) '12. Political Economy.
- Wright, Horace Carpenter, *a, w, sp*, Chicago. Ph.B. '06. Mathematics.
- Wyckoff, Mary Lincoln, *s*, Peoria. A.B. (Knox C.) '85. Household Art.
- Yanney, Benjamin Franklin, *s*, Alliance, Ohio. A.B. (Mount Union C.) '85; A.M. (*ibid.*) '88. Mathematics.

- Yasui, Kona, *s, a*, Tokyo, Japan. (Tokyo Higher S. for Women.) Botany.
- Yaussi, Bertha Elizabeth, *s*, Baker, Kan. A.B. (Washburn C.) '13. German.
- Yoder, Lois Irene, *s*, Decatur. A.B. (James Millikin U.) '11. English.
- Young, Charles Stuart, *s, a, w, sp*, Ripley, Tenn. A.M. (Southwestern Baptist U.) '98. English.
- Young, Edith DeLay, *s*, Kansas City, Mo. S.B. (Northwestern U.) '03. History.
- Young, Oliver O., *w, sp*, Pierre, S.D. A.B. (Bethany C.) '04; A.M. (U. of South Dakota) '14. Education.
- Young, Roscoe Conkling, *a, w, sp*, Pennington Gap, Va. A.B. (William and Mary C.) '10; A.M. (*ibid.*) '10. Geology.
- Young, Vione, *s*, LeSueur, Minn. A.B. (U. of South Dakota) '11. English.
- Youngman, Emma Porter, *a, w*, Danville, Pa. A.B. (Bucknell U.) '07. German.
- Zampieri, Pietro Silvio, *w, sp*, Chicago. (Michel Angelo Buonorotti C., Florence, Italy); (U. of Montanbon, France); (U. of Lausanne, Switzerland). Romance.
- Zeigel, William Henry, *s*, Kirksville, Mo. A.M. (U. of Missouri) '04. Mathematics.
- Zimmerman, John, *s*, Dubuque, Ia. S.B. (Princeton U.) '80; A.M. (Hope C.) '00. Mathematics.
- Zimmerman, Lester Irwin, *s*, Xenia, Ohio. A.B. (Wittenburg C.) '09. Mathematics.
- Znaniecki, Florian Witold de, *a*, Warsaw, Poland. Ph.D. (U. of Cracow, Austria) '10. Sociology.
- Zobel, Lillian Anna, *a, w, sp*, Ripon, Wis. A.B. (Ripon C.) '14. German.
- Zucker, Theodore Frederick, *s*, Fort Wayne, Ind. S.M. (U. of Illinois) '12. Chemistry.
- Zurawski, Frances Catherine, *s*, Chicago. S.B. '04. Mathematics.
- Zurawski, Helen Florence, *s*, Chicago. Ph.B. '09. General Literature.
- Zurawski, Mary Evelyn, *a*, Chicago. Ph.B. '08. History.

MEN—897

WOMEN—598

TOTAL—1,495

SUMMARY

	Men	Women	Total
I. Doctors of Philosophy pursuing special courses.	24	15	39
II. Students admitted to candidacy for higher degrees.	288	149	437
III. Students not yet admitted to candidacy for higher degrees.	897	598	1,495
Total.	1,209	762	1,971

THE COLLEGES

THE SENIOR COLLEGES

Norm.—The italic capital letters *A, L, S*, following immediately each student's name, indicate respectively the Colleges of Arts, of Literature, of Science; the italic small letters indicate the quarters in residence: summer, autumn, winter, spring.

‡ Taking pre-medical work.

Norm.—Where no institution is named, it is understood to mean that the student entered the Senior Colleges from other divisions of the University of Chicago.

- Abernethy, Maud Harriet, *S, a, w, sp*, Batavia. Lake Forest U.
 ‡ Abraham, Edwin Dorsey, *S, s, a, w, sp*, Clifton, Ariz.
 Abramovitch, William Morris, *L, s*, Chicago. Valparaiso U.
 Aby, Gertrude Elizabeth, *L, s*, Chicago.
 ‡ Acker, Wesley Harrison, *S, s, a, w, sp*, Manitou, Colo.
 Adams, Charles Edwin, *L, s*, Baltimore, Md.
 ‡ Adams, Clarence Walter, *S, s*, Olney. Illinois State Normal U.
 Allen, Ruth Robertson, *L, a, w, sp*, Chicago.
 Allen, Thaddeus Elmore, *L, s, a, w, sp*, Paris.
 Alling, Gracia Marie, *L, s*, Chicago.
 Allison, John Murray, *L, s, a, w*, Cumberland, Ohio.
 Amory, Rosalie, *L, a, w, sp*, Chicago.
 Amtman, Mary Eisler, *L, a, w, sp*, Chicago.
 Anderson, Carl Arthur, *A, s*, Wahoo, Neb. U. of Nebraska.
 Anderson, Elmer Leonard, *L, s*, Chicago.
 Anderson, Raymond Arthur, *L, a, w, sp*, Joliet.
 Anderson, Ruth Amalia, *S, sp*, Chicago.
 Aoi, Michi, *L, a*, Okayama, Japan.
 Appel, Mildred Neta, *L, w, sp*, Chicago.
 Arlt, Gustav Otto Gottfried, *A, a, w*, Elmhurst.
 ‡ Arnold, James Eddy, *S, a, w, sp*, Miles City, Mont.
 Aronson, Morris, *L, a, w, sp*, Chicago.
 Augustus, Joseph Julian, *L, a, w, sp*, Chicago.
 Austin, Mary Glenn, *A, s*, Leesburg, Va.
 Avery, Louise, *S, a, w, sp*, Chicago.
 Babcock, Lucie, *L, w, sp*, New York City, N.Y.
 Baker, Acenith Victoria, *S, s*, Maple Park. Illinois State Normal U.
 Baker, Hillier Locke, *S, a*, Chicago.
 Baker, Phoebe Florence, *S, a, w, sp*, Riverside, Cal.
 Baldwin, William Storrs, *L, s, a, sp*, Oak Park.
 Ball, Douglas Phelps, *L, w, sp*, Chicago.
 Ball, Lucy Austin, *L, w*, Kansas City, Mo.
 Balsam, Alva Leonard, *L, w, sp*, Manistee, Mich. U. of Michigan.
 Barancik, Maurice, *L, a, w, sp*, Chicago.
 ‡ Barbour, Orville Everett, *S, a, w, sp*, Peoria. Bradley Polytechnic Inst.
 Barnard, Rosalie, *L, a, w, sp*, Chicago.
 Barnes, Jessie Foster, *L, s*, Chicago.
 Barnes, Mark Hopkins, *S, s*, Maryville, Tenn. Maryville C.

- Barnett, Israel Albert, *S, a, w, sp*, Chicago.
Barns, Florence Elberta, *A, a, w*, Chicago.
Barr, Marjorie, *L, a, w, sp*, Chicago.
Barton, Olive Neville, *L, s*, White Cloud, Mich.
Barton, Robert Shawmut, *L, sp*, Oak Park.
Baahore, Noah E., *L, sp*, Covina, Cal.
Bates, Lucile Isabella, *S, a, w, sp*, Pentwater, Mich.
Bateson, Lula LaVanche, *L, sp*, Scranton, Pa.
Baumann, Lucille, *L, a, w, sp*, Chicago.
Baumgartner, Stanwood Fulton, *L, a, w*, Chicago.
†Beard, Halard Rogers, *S, a, w*, Chicago.
Becker, Mabel Clark, *L, a, w, sp*, Chicago.
Beckley, Helen, *L, a, w, sp*, Riverside.
Beckwith, Samuel Corner, *L, s, a, w, sp*, Chicago.
Beeler, Carol, *S, a, w, sp*, Hamilton, Ohio. U. of Cincinnati.
Behrens, Gertrude, *A, a, w, sp*, Chicago. Lewis Inst.
Beifeld, Elsie Louise, *L, a*, Chicago.
Bell, Edith Mae, *L, s*, Vandergrift, Pa.
Bendann, Effie, *L, s*, New York City, N.Y.
Bennett, Paul Bickley, *L, w, sp*, Waterloo, Ia.
Berger, Louis Samuel, *S, a, sp*, Chicago. U. of Wisconsin.
Bergner, Elisabeth Anne, *S, s, a, w, sp*, Chicago.
Bernhard, Margaret, *L, a, w, sp*, Chicago.
Biedrzycka, Julia, *L, s*, Milwaukee, Wis.
Bigelow, Albert Summer, *A, s*, Owatonna, Minn.
Billings, Mildred Kitto, *A, sp*, Chicago.
Billman, Joseph Emmanuel, *L, a, w, sp*, Minneapolis, Minn. U. of Minnesota.
Birch, Esther Olive, *A, a, w, sp*, Chicago.
Birdsall, Carl Asa, *S, sp*, Chicago.
Black, Paul, *S, a*, Greenup.
Blackburn, Ray Stewart, *S, w, sp*, Otway, Ohio. Valparaiso U.
Blackett, Verni Hill, *L, a, w, sp*, Davenport, Ia.
Blackhurst, James Herbert, *S, s*, Midland, Mich. Michigan State Normal S.
Blackstock, Clarence Ernest, *L, s*, Weaverville, N.C. U. of North Carolina.
Blake, Anna Maude, *S, s, a, w, sp*, Normal.
Blakslee, Thomas Alvara, *L, a*, Lincoln, Neb.
Blaydes, Edith Gertrude, *A, s*, Danville, Ind. Indiana State Normal S.
Bleuer, Beatrice, *L, a*, Rock Island.
Blount, Elmira Louise, *L, s*, East Point, Ga.
Bobbitt, Sarah Annis, *L, sp*, Chicago.
Boese, Benjamin Abraham, *L, sp*, Freeman, S.D.
Bohnen, Raymond August, *L, a, w, sp*, Chicago.
Bolles, Laura J., *S, s*, Brookings, S.D.
Bonem, Rosalie Josephine, *L, a, w, sp*, Chicago.
Bonfield, Edna Mae, *L, s*, Chicago. Chicago Teachers C.
Bonheim, Edna Jane, *L, a, w, sp*, Chicago. Chicago Normal C.
Boomer, Marion Josephine, *L, a, w, sp*, Bristol. Northern Illinois State Normal S.

- Booth, Mary Rowena, *L, a, w, sp*, Peoria. Bradley Polytechnic Inst.
 Borroff, Charles Alexander, *L, a, w, sp*, Chicago.
 ‡Bothman, Louis, *S, w, sp*, Murphysboro.
 Bottomly, Eugene S., *L, w, sp*, Lansing, Kan.
 Bower, Leibert Winfield, *S, a, w, sp*, Eagle Mills, Ark.
 Bowing, Irwin Ellis, *S, a, w, sp*, St. Cloud, Minn. State Normal S., St. Cloud.
 Bowles, Florence Chisholm, *L, w, sp*, Chicago. Michigan Agricultural C.
 Boyd, Anna B., *L, s*, St. Louis, Mo.
 Bradley, Florence, *L, a, w, sp*, Kansas City, Mo. State Normal S., Kirksville.
 Bragg, Alvan Lorenzo, *A, s*, Gowrie, Ia. Iowa State Teachers C.
 Brand, Etta L., *L, sp*, Chicago.
 Bratt, Grace Edith, *L, a, w, sp*, LaGrange.
 Brauman, Marie Bernadette, *L, sp*, Chicago.
 Breathed, John William, *S, sp*, Chicago.
 Breed, Donald Levant, *L, s*, Freeport.
 Brelsford, Marian Lynch, *L, sp*, Chicago.
 Bren, Bozotech Chestmir, *S, a, w, sp*, Hopkins, Minn. U. of Minnesota.
 Brett, Florence Caroline, *L, a, w, sp*, Riverside. Illinois State Normal U.
 Brey, Florence Emily, *S, s*, Zion City.
 Bridgens, Lilian Dorothea Erhart, *L, s*, Chicago.
 Bright, Ethel Dana, *L, a, w, sp*, Chicago.
 Brill, Ottomar John, *L, a*, Chicago.
 ‡Bristow, Arthur Shaw, *S, a, w, sp*, Princeton, Mo. U. of Missouri.
 Brock, John Kenneth, *L, s, a*, Chicago.
 Brody, Joseph Isaac, *L, sp*, Des Moines, Ia. Grinnell C.
 Brooks, Helen Jane, *L, w, sp*, Wichita, Kan.
 Brooks, Ruth Peyton, *L, a, w*, Memphis, Tenn.
 Brown, Dan Hedges, *L, s, a, w, sp*, Chicago.
 Brown, Florence Elizabeth, *L, s, sp*, Chicago.
 Brown Milton Almon, *L, s, a*, Bay City, Mich.
 Brown, Myra Lee, *L, s*, Hillsboro, Tex.
 Browne, Colleen Emile, *L, a, w, sp*, Chicago.
 Brownell, Helen Marie, *L, w, sp*, Chicago.
 ‡Bryan, William Scott, *S, a*, Chicago.
 Buckley, Luella Eleanor, *L, a*, Chicago.
 ‡Buis, Albertus Henry, *S, a, w, sp*, Hickman, Neb. U. of Nebraska.
 ‡Bull, Leland, *S, a, w, sp*, Ellensburg, Wash. U. of Washington.
 Bunge, Dorothea Anna, *L, s, a, w, sp*, Eitzen, Minn.
 Bunting, Elmer Newman, *S, a, w, sp*, Chicago.
 ‡Burecky, Frederic William, *S, s, a, w, sp*, Chicago.
 Burghardt, Ella Myrtle, *L, s, a, w, sp*, Chicago.
 Burnham, Clifford Liston, *S, sp*, Chicago.
 Burry, Emily Sherrill, *L, a, w, sp*, Chicago.
 Burt, Roy Allen, *S, a, w, sp*, Downers Grove.
 Burt, John Gurney, *S, s, a, w, sp*, Hart, Mich.
 Busler, Samuel Elting, *L, s*, South Charleston, Ohio. Wittenberg C.
 Butler, Myram Katherine, *L, s, a, w, sp*, Chicago.
 ‡Butler, William Joseph, *S, a, w*, Chicago.

- Byerly, Frederick Marion, *L, a, w, sp*, Freeport.
 Cadmus, Helene, *L, a, w, sp*, Peoria. Bradley Polytechnic Inst.
 Caldwell, George Warner, *L, a, w, sp*, Jefferson, Ia.
 Calkins, Janet Rosalind, *S, s*, Chicago.
 †Callander, Russell J., *S, a, w, sp*, Delaware, Ohio. Ohio Wesleyan U.
 Callerman, Ethel Anna, *L, a, w, sp*, Chicago.
 Campbell, Cora, *S, s*, Kansas City, Mo.
 Campbell, LeRoy, *L, a, w, sp*, Anderson, S.C.
 Canaday, Minnehaha, *L, s*, Kansas City, Kan.
 Canan, Elsie Deane, *S, s*, Johnstown, Pa.
 †Cann, LeRoy Raymond, *S, a, w*, Chicago.
 Carabin, Gertrude Florence, *L, s, a, w, sp*, Toledo, Ohio.
 Carey, Joseph P., *S, w, sp*, Mount Pleasant, Mich.
 Carlin, Philip James, *A, s, sp*, Chicago.
 Carlson, Edwin John, *L, a, w, sp*, Indiana Harbor, Ind.
 Carothers, Mary Evelyn *L, sp*, Emmett, Idaho. Monmouth C.
 †Carpenter, Fred Elton, *S, a*, Reasnor, Ia. Drake U.
 Carson, William Pierce, *L, sp*, Ridge Spring, S.C.
 Carter, Arthur Budd, *S, s, a, w, sp*, Chicago.
 Case, Irene, *L, a, w, sp*, Chicago.
 Casey, Anna Florentine, *A, s*, St. Louis, Mo. Washington U.
 Cassells, Gladys, *L, a, w, sp*, Chicago.
 Cavin, Ernest Dillard, Jr., *L, a, w, sp*, Galveston, Tex.
 †Caylor, Harold Delos, *S, a, w, sp*, Pennville, Ind. Indiana U.
 Chamberlain, Catherine Dormer, *L, sp*, Chicago.
 Chapman, John William, *L, a, w, sp*, Chicago.
 Charlesworth, Guy Roswell, *L, w, sp*, Kaukauna, Wis. U. of Wisconsin.
 †Chase, Ralph Edward, *S, s*, Wynnewood, Okla. U. of Oklahoma.
 Chen, Hai An, *L, a, w*, Shanghai, China. Asbury C.
 Chenery, Blanche Browning, *L, a, w, sp*, Ashland, Va. Randolph-Macon C.
 Cherry, David King, *A, s*, Greensboro, N.C. State Normal S.
 Chesteen, Gaston Decatur, *A, s*, Kilmichael, Miss. U. of Mississippi.
 Child, Louis, *S, a, w, sp*, Chicago.
 Childers, Ethel Marion, *A, s, a, w*, Sedan, Kan.
 †Chimene, Eugene Opet, *S, a, w, sp*, Houston, Tex.
 Chiu, Vermier Yantak, *L, a, w, sp*, Canton, China. U. of California.
 †Chivers, Joseph Hardy, *S, s, a, w, sp*, Helena, Mont.
 †Choisser, Roger Morrison, *S, a, w, sp*, Menard.
 Christensen, Henrietta Petrea, *S, s, a, w, sp*, Chicago.
 †Christoffersen, Olof Harry, *S, a, w, sp*, Puyallup, Wash. U. of Oregon.
 Clark, Bernice Ethel, *L, s*, South Bend, Ind.
 Clarke, William Larson, *S, a, w, sp*, Provo, Utah. Utah Agricultural C.
 Claussen, Claus Henry, *L, w*, Chicago.
 Claybaugh, Anna Margaret, *L, s*, Frankfort, Ind.
 Clooson, Ruth, *S, s*, Logansport, Ind.
 Cody, Clement Delwyn, *A, a, w, sp*, Chicago. St. Cyril's C.
 †Cole, Marion Ousley, *S, a, w, sp*, Elburn.
 Collier, Bertha Elsie, *L, a, w, sp*, Chicago. James Millikin U.

- Collins, Dorothy Margaret, *L, a, w, sp*, River Forest.
 Collins, William James, *A, a, w, sp*, Indiana Harbor, Ind.
 Colwell, Donald Lewis, *S, w, sp*, Chicago.
 Comstock, Marion Bayley, *L, a*, Chicago.
 Conklin, Julia Frances, *L, a, w, sp*, Canton. St. Clara C.
 Cooke, Helen Louisa, *L, s*, Waukegan.
 Coon, Jesse Drake, *L, a*, Sioux Falls, S.D. Sioux Falls C.
 Coons, Leona, *L, a, w, sp*, Louisville, Ky.
 Cooper, Albert Henry, *L, a*, Sheridan, Mo. U. of Missouri.
 Cope, Henry Ervin, *S, a, w, sp*, Chicago.
 Corbett, Virginia Harbert, *L, sp*, Fort Collins, Colo.
 †Corcoran, Robert Bourke, *S, s*, Chicago.
 Cornwell, Max Findley, *L, a, w, sp*, Chicago.
 Cornwell, Ralph Oscar, *L, a, w, sp*, Chicago.
 Cottingham, George Wallace, *L, a, w, sp*, Houston, Tex.
 Couthie, Kenneth Gilbert, *S, a*, Muskegon, Mich.
 Covert, Katharine, *L, s, a, w, sp*, Chicago.
 Cowan, James Rice, *L, s, a*, Lebanon, Ohio. Lebanon U.
 Cowan, Ruth Mary, *S, a, w, sp*, Chicago. Purdue U.
 †Crain, Donald Wentworth, *S, w*, Paulding, Ohio. Ohio Wesleyan U.
 Croll, Frederick Warville, *L, a, w, sp*, Chicago.
 Crowe, Elizabeth Drayer, *L, w, sp*, Charleston.
 Cummins, Albert Sheldon, *L, s*, Chicago.
 Cutting, Edith, *L, a, w, sp*, Chicago.
 Csapler, Max, *S, s, a*, Chicago. U. of Illinois.
 Dakin, Merrill, *L, a, w, sp*, Blue Island.
 Daley, Roland Bigelow, *L, s*, Chicago. Cornell U.
 Dallman, Clara Marie, *L, s*, Milwaukee, Wis. State Normal S., Milwaukee.
 Dallstream, Andrew John, *L, a*, Hoopeston. James Millikin U.
 Dana, Bedros, *S, s*, Waukesha, Wis. U. of Wisconsin.
 Daus, Paul Harold, *S, a, w, sp*, Chicago.
 David, George Franklin, *L, sp*, Lexington, Ky. Wilberforce U.
 Davis, Blanche, *L, a, w, sp*, Polo, Mo.
 Davis, Dorothy Emily, *L, a, w, sp*, Chicago.
 †Davis, Ethel Mildred, *S, a, w, sp*, Chicago.
 Davis, Horace Summer, *L, s, a, w, sp*, Missoula, Mont. U. of Montana.
 Davis, Jehiel Shotwell, *L, w, sp*, Chicago.
 Davis, Myrtle Antoinette, *S, s*, Boulder, Colo.
 Davis, Ralph Waldo, *L, a, w, sp*, Chicago.
 Davis, William Elisha, *L, a, w, sp*, Polo, Mo.
 Dawley, Helen, *L, a, w, sp*, Chicago.
 Day, Lois Esther, *A, a, w, sp*, Kankakee.
 Dean, Hugh Edward, *L, s, a, w, sp*, Chicago.
 Dearth, Elma Agnes, *L, a, w, sp*, Franklin, Ohio. Lebanon U.
 Deen, Clara Agnes, *L, w, sp*, Grapevine, Tex.
 Deer, William Crecine, *L, a, w, sp*, Harbor Beach, Mich.
 Delany, Donald Daniel, *L, a, w, sp*, Colona.
 De Le Fond, Charles, *A, a, w, sp*, Rebeca, Russia. Franklin and Marshall C.

- Dennis, Mary Ellen, *L, w, sp*, Chicago.
- Diehl, Lois, *L, a, w, sp*, Ipava. Illinois State Normal U.
- Dietrich, Clara Eunice, *A, a, w, sp*, Zion City. U. of Wisconsin.
- †Dilley, Harry Horace, *S, s*, Des Moines, Ia. Drake U.
- †Diamond, Henry Binga, *S, sp*, Chicago.
- Dodge, Julia Voorhees, *L, a, w, sp*, Chicago.
- Doerr, Cecelia, *L, a, w, sp*, Chicago.
- †Dollahan, Martin Leland, *S, a, w, sp*, Lawrenceville.
- Domingo, Bartolome Cruz, *L, sp*, Camiling, Tarlac, P.I.
- Donahoe, John Joseph, *L, a, w, sp*, Joliet.
- Donnersberger, Gertrude, *L, sp*, Chicago.
- Dorn, Grace, *A, s*, Albany, N.Y.
- Dorsey, Dorothy Ann, *L, a, w, sp*, Chicago. Wellesley C.
- Dow, J. Mary, *L, s*, Manhattan, Kan. Kansas State Agricultural C.
- Dowd, Helen Mary, *L, w, sp*, Chicago.
- †Dragstedt, Carl Albert, *S, a, w, sp*, Anaconda, Mont.
- †Dragstedt, Lester Reynold, *S, a, w, sp*, Anaconda, Mont.
- Drake, Margaret Lois, *L, a, w, sp*, Chicago.
- Duda, Josephine Albine, *S, a, w, sp*, Chicago. Lewis Inst.
- Duffett, Frances, *L, s*, St. Louis, Mo. Washington U.
- †Duner, Clarence Swan, *S, s, a, w, sp*, Chicago.
- Dyrenforth, James Douglas, *L, w, sp*, Riverside.
- Easterbrook, George Harold, *L, s*, Louisville, Ky.
- †Eastlake, Alfred Chesmore, *S, w, sp*, Kansas City, Mo.
- Eckels, George Morris, *L, s, a, w, sp*, Chicago.
- Eddy, Alfred Kenneth, *L, a, w, sp*, Chicago.
- Edmonds, Genevieve Melody, *L, a, w, sp*, Wausau, Wis. Milwaukee-Downer C.
- Edwards, Dorothy, *L, sp*, Chicago. Rockford C.
- Edwards, Gladys Mary, *L, s, sp*, Chicago.
- Eichhorn, Matilda, *L, s*, Barnesville, Ohio. Franklin C.
- Eidmann, Esther, *L, sp*, Chicago.
- †Eklund, William Joakim, *S, s, a, w, sp*, Duluth, Minn.
- Ellbogen, Marguerite, *L, a, w, sp*, Chicago. Milwaukee-Downer C.
- Ellis, James Hervey Stewart, *L, a, w, sp*, Rensselaer, Ind.
- Emrick, Mortimer Elihu, *S, s*, Chicago. Northwestern U. Medical S.
- Erickson, Elsie Jane, *L, a, w, sp*, Chicago.
- Erakine, Masie Desparde, *L, a, w, sp*, Forth Worth, Tex.
- Eustace, Annie Emily, *L, a*, Dixon.
- Evans, Genevieve Cecelia, *L, a, w, sp*, Chicago.
- Evans, Mary Nash, *S, a, w*, Yonkers, N.Y. Vassar C.
- Fallon, Minnie Elizabeth, *L, s*, Chicago.
- Fallon, Nellie Lee, *L, s, sp*, Chicago.
- †Fancher, James Kenneth, *S, a*, Deer Lodge, Mont. C. of Montana.
- Fay, Marjorie Josephine, *L, a, w, sp*, Hickley.
- Fay, Phyllis, *A, a, w, sp*, Chicago.
- Felts, William Troy, *L, s*, Carbondale.
- Fenton, Margaret, *L, a, w, sp*, Chicago.
- Ferguson, Ellen Margaret, *L, a, w, sp*, Mankato, Kan.

- Ferguson, Josiah Deming, *A, w, sp*, Chicago.
 Fine, Nathan, *L, s, a, w*, Chicago.
 Fischer, Clarence George, *S, w, sp*, Peoria. St. Viator C.
 Fisher, Alta Mary, *S, a, w, sp*, Chicago.
 Fisher, Joseph, *L, a, w, sp*, Chicago.
 †Fister, George Morgan, *S, a, w, sp*, Logan, Utah. Agricultural C. of Utah.
 Flanagan, Charles Larkin, *L, a, w, sp*, Chicago.
 Flaniken, John Culton, *L, sp*, Mason, Tenn. Cumberland U.
 Fleener, Owen Derrie, *L, s*, Dodge Center, Minn.
 †Flinn, Brainerd Pease, *S, a, w, sp*, Redwood Falls, Minn. Pomona C.
 Flynn, John Michael, *L, s*, Campbellsport, Wis. Marquette C.
 Fogelson, Ida Dorothy, *S, s, sp*, Chicago.
 Foley, Nellie Mary, *L, a, w, sp*, Chicago.
 Folkes, Virginia Margaret, *L, a*, Chicago.
 Ford, Sally Louise, *L, sp*, Chicago.
 Forsman, Oscar Rogers, *A, s*, Sumner, Ia. U. of Wisconsin.
 Foster, Alice Jean, *L, a, w, sp*, LaCrosse, Wis. State Normal S., LaCrosse.
 Foster, Lee Wood, *L, a, w, sp*, Warrensburg, Mo. State Normal S., Warrensburg.
 Fouts, William Mefford, *A, a, w, sp*, Keokuk, Ia.
 Frank, Seymour Jerome, *L, a, w, sp*, Chicago.
 Frankel, Adelle Esther, *L, a, w, sp*, Chicago.
 Franklin, Harold Benjamin, *L, s*, Chicago.
 Franklin, Matilda Rose, *L, sp*, Chicago.
 Fuika, Lewis John, *L, w, sp*, Chicago.
 †Fuller, Glenn Vincent, *S, a, w*, Lima, Ohio. Ohio Wesleyan U.
 Furchgott, Hazel Evelyn, *L, a, w, sp*, Chicago.
 Galbraith, Freeman Dent, *S, s*, Brooksville, Ky. Valparaiso U.
 †Galvin, George Jay, *S, a, w*, Centralia, Wash. McMinnville C.
 Gamble, Celia Martin, *L, w, sp*, Chicago.
 Ganiard, George Edward, *S, s*, Mount Pleasant, Mich. Kalamazoo C.
 Gardner, Annie, *S, w, sp*, Chicago.
 Gardner, Ralph Newberry, *S, sp*, Chicago.
 Garman, Commodore Webster, *S, s*, Rolling Prairie, Ind.
 Garrison, John Lee, *L, s, a*, Chicago.
 Gartland, Ruth Marie, *L, a, w, sp*, Kankakee.
 Gauen, Evelyn Ellen, *L, sp*, St. Louis, Mo.
 George, Rowland Herbert, *L, a, w, sp*, Chicago.
 Georgi, Carl Gustave, *L, s, a, w, sp*, Chicago.
 Gerty, Francis Joseph, *L, s*, Chicago.
 Giard, Eugene Armand, *S, w, sp*, Butte, Mont.
 †Giere, Silas Waldemar, *S, a, w, sp*, Sacred Heart, Minn. St. Olaf C.
 Gildersleeve, Ferne Olga, *L, a, w, sp*, Austin. Chicago Normal C.
 Gillespie, Frances Harper, *L, a, w, sp*, Chicago.
 Gilpatrick, Mabel Ethel, *S, s*, Chicago.
 Gishwiller, Daniel Stiver, *L, s, a, w, sp*, Lena.
 Givens, Harry, *S, w, sp*, Paris.
 †Gleason, Archie Leland, *S, w, sp*, Glenville, Minn.

- Goddard, Roy William, *L, a, w, sp*, Jamesport, Mo. Knox C.
 Golding, ElRoy David, *L, a, w, sp*, Chicago.
 Gooch, Frances Katharine, *L, s*, Oakville, Ky.
 Goodenough, Marie Elizabeth, *L, a, w, sp*, Chicago.
 Goodwin, Thomas Arthur, *L, w, sp*, Chicago.
 Goodyear, Robert Franklin, *L, a, w, sp*, Watseka.
 Gordon, Elias, *A, s, a, w, sp*, Chicago.
 Gordon, Harold John, *L, sp*, Chicago.
 Gorgas, Harry Stewart, *L, a, w, sp*, Chicago.
 Grabo, Bessie Thomas, *A, a*, Webb City, Mo.
 Graham, Arthur Richards, *L, s, a, w, sp*, Chicago. Northwestern U.
 Graham, Evelyn Eliza, *A, a, w, sp*, Chicago.
 Graham, Katharine Allen, *L, w, sp*, Chicago.
 †Gray, George Alexander, *S, a, w, sp*, Detroit, Mich.
 Gray, Lauriston Winchester, *L, a, w, sp*, Whitewater, Wis.
 Graybiel, Fay Laughlin, *L, a, w, sp*, Decatur.
 Greeley, Edith Elizabeth, *L, a*, Chicago.
 Green, Margaret Cornelia, *L, sp*, Chicago.
 Greensfelder, Olive St. Clair, *L, a, w, sp*, Chicago.
 †Grichter, Benjamin Berl, *S, s, a, sp*, Chicago.
 Griffith, Sanford, *L, sp*, Chicago.
 Griffiths, Frederick Walter, *L, s, a, w, sp*, Chicago.
 Grimes, Charles Francis, *L, a, w, sp*, Chicago.
 Grimes, Ruth, *A, s, a, w, sp*, Chicago. Northwestern U.
 Grobben, Margaret Maud, *S, a, w, sp*, Milwaukee, Wis.
 Grolton, Lillian Leontina, *L, s*, St. Louis, Mo.
 Grönlund, Jonas Erikson, *L, s, a, w*, Chicago.
 Groves, Melvin Lindley, *S, s*, Greentown, Ind. Marion Normal C.
 Gualano, Fortunato Francis, *L, a, w, sp*, Ottawa.
 Gustafson, David, *A, a, w, sp*, Chicago.
 Haan, Ora Belle, *L, a, sp*, Grundy Center, Ia. Iowa State Teachers C.
 †Hager, Benjamin Harry, *S, a, w, sp*, Los Angeles, Cal.
 Haggart, Ethel Genevieve, *L, s*, St. Paul, Neb. U. of Nebraska.
 Hahn, Erna Braun, *L, a, w, sp*, Terre Haute, Ind.
 Hakes, Laura Lucy, *L, a, w, sp*, Peoria. Bradley Polytechnic Inst.
 Haleff, Max L., *L, w, sp*, Chicago.
 Hall, Eugenia Lucile, *S, sp*, Chicago.
 Halliday, Evelyn Gertrude, *S, a, w, sp*, Wellington Kan.
 Halliman, Marie A., *L, s*, Chicago.
 Hallock, Earle Kenneth, *S, w*, Scottsville, N.Y.
 Ham, Wilkie Clay, *L, w*, Hasty, Colo. Columbia U.
 Hamilton, Francis Willard, *L, sp*, Gardner. Beloit C.
 Hamilton, Robert Charles, *L, a, w*, Fort Worth, Tex. U. of Texas.
 Hamilton, William Theodore, *S, s*, Nashville, Tenn.
 Hamman, Wilbur Albert, *A, a*, Cloverport, Ky. Maryville C.
 Hammer, David Harry, *S, a, w*, Chicago.
 Hancock, Margaret Lambert, *L, a, w, sp*, Chicago.
 Hanke, Milton Theodore, *S, s*, Chicago.

- Hansen Alvin Lawrence, *L, s, a, w, sp*, Chicago.
 Hansen, Eleanora, *L, a, w, sp*, Chicago.
 Hanson, Alyda Caren, *S, s, a, w, sp*, Chicago.
 ‡Hardinger, Paul Milton, *S, w, sp*, Gays.
 ‡Hardt, Leo Louis, *S, s*, Chicago.
 Hare, Helen, *L, a, w, sp*, Indianapolis, Ind.
 Harjes, Elsa Kathryn, *S, sp*, Chicago.
 Harpole, Laurence Scott, *L, a, w, sp*, Chicago.
 Harris, Francis Levine, *L, a, w, sp*, Chicago.
 Harrison, Emily Stewart, *L, sp*, Atlanta, Ga.
 Harrison, Solomon, *L, a, w, sp*, Chicago.
 Hart, Edwin Philip, *L, a, w, sp*, Chicago.
 ‡Hart, Walter Harry, *S, s, a, w, sp*, Chicago.
 Hathaway, Paul Richard, *L, w, sp*, Edon, Ohio.
 Hatten, Helen Marie, *L, a, w, sp*, Chicago.
 Hatten, Josephine Elizabeth, *L, a, w, sp*, Chicago.
 Hattendorf, Katharine Wood, *L, s, a, w, sp*, Dunkerton, Ia.
 Hattis, Sadie Evelyn, *S, a, w, sp*, Oak Park.
 Haupt, Arthur Wing, *S, a, w, sp*, Chicago.
 Hawken, Margaret Lillian, *S, s, a*, Carson City, Mich.
 Hawkins, Hazel, *L, s*, Anderson, Ind.
 Hay, Leo Stark, *L, w, sp*, Kingman, Kan.
 Hayward, Alice, *L, s, a*, Chicago.
 Heacock, Florence Natalie, *L, a, w, sp*, Chicago.
 Hegner, Ida Elizabeth, *L, s*, Chicago.
 Hemenway, Susan, *S, s*, Lansing, Ia.
 Henderson, John Casell, *L, a, w*, Chicago.
 Hertel, Alice Louise, *L, sp*, Chicago.
 Hess, Margaret Louise, *L, a, w, sp*, Chicago.
 ‡Heumann, Johanna, *S, a, w, sp*, Chicago.
 Hibbard, Stanley Williams, *L, s*, Climax, Mich. Kalamazoo C.
 Hicks, Helen, *S, a, w, sp*, Chicago.
 Higgs, Dorothy Page, *L, s, a, w, sp*, Oak Park.
 Hildebrant, Frieda Julia, *L, a, w, sp*, Bellewood.
 Hill, Rose Elizabeth, *L, a, w, sp*, Chicago.
 Hilpert, Robert Stose, *S, a, w, sp*, Chicago.
 Hilsman, Pattie, *A, s*, Athens, Ga.
 Hintz, Anna Marie, *L, w*, Chicago.
 Hirsch, Joseph Leo, *L, a, w, sp*, Hammond, Ind.
 Hiss, Frederick Reinhardt, *S, a, w*, Toledo, Ohio.
 Hixson, Roy Heber, *L, s*, Chattanooga, Tenn.
 Hodge, Albert Claire, *L, s*, Winona, Minn.
 Hodges, Geraldine, *L, s, a, w, sp*, Chicago.
 Hodges, Will, *L, sp*, Winfield, Kan. Southwestern C.
 Holland, Mussey, *L, s, a, w, sp*, Chicago.
 Hollingsworth, Thomas, *S, s, a, w, sp*, Chicago.
 ‡Holmblad, Edward Charles, *S, a, w, sp*, Aurora. Lake Forest C.
 Holmes, Ruth Jeannette, *L, a, w, sp*, Normal. Illinois State Normal U.

- Hootkins, Hirsch, *L, a, w, sp*, Grand Rapids, Mich.
 Hoover, Blaine, *L, a, w, sp*, DeKalb. Beloit C.
 Hoppe, Edith, *L, s*, Elbing, Germany.
 Horrell, Martin Lewis, *L, a, w, sp*, Chicago.
 Horton, Fred Lamerton, *S, s*, Newcastle, Wyo. U. of Nebraska.
 Hotchkiss, Grace Elizabeth, *L, a, w, sp*, Chicago.
 ‡Hough, Wyman George, *S, sp*, Sibley, Ia. U. of Wisconsin.
 ‡Houston, Francis, *S, s, a*, Kalispell, Mont.
 Hoyt, Guy Marsh, *L, sp*, Good Hope.
 Huber, William Henry Perry, *L, s*, Lafayette, Ohio.
 Hudd, Nellie Catherine, *L, w*, Chicago.
 Hunt, Helen Ramsey, *L, a, w, sp*, Chicago.
 Hunter, Marian Delight, *L, a, w, sp*, Leechburg, Pa. Lake Erie C.
 ‡Huntington, Earl D., *S, s, a, w, sp*, Platteville, Wis.
 Hurwitz, Harry, *S, s, a, sp*, Chicago.
 Hutsler, Francis Leon, *L, s, a*, Martinsburg, W.Va.
 ‡Inlow, William De Prez, *S, s, a, w*, Manilla, Ind.
 ‡Ireland, Jay, *S, w, sp*, Bridgeport.
 Iser, Mabel Charlotte, *L, a, w, sp*, Chicago.
 Iversen, Andreas, *L, w*, Chicago.
 Jacobs, Esther, *L, s, sp*, Burlington, Ia.
 ‡Jacobson, LeRoy, *S, a, w, sp*, Elkhorn, Wis. U. of Wisconsin.
 Jamieson, Helen Jane, *L, sp*, Chicago.
 Janson, Florence Edith, *L, s, a*, Chicago.
 Jarnagin, Eula Lea, *A, s*, Chattanooga, Tenn.
 Jeffrey, Helen Bartlett, *L, a, w, sp*, Chicago.
 Jansen, Jens Peter, *L, s*, Mitchell, S.D. Dakota Wesleyan U.
 Jewett, Emita McCormick, *L, sp*, Chicago.
 Jiran, Charles Joseph, *L, a, w, sp*, Chicago.
 Johnson, Alice Estella, *L, sp*, Bonaparte, Ia.
 Johnson, Broer Rollo, *S, s*, Cadillac, Mich. Augustana C.
 ‡Johnson, Henry Curtis, *S, sp*, Iola, Wis.
 ‡Johnson, Russell Conrad, *S, s, a, w, sp*, Oakland, Neb. State Normal S., Peru.
 Jones, Harriet Winifred, *L, a*, Beaver Dam, Wis.
 Jones, Ira, *L, s, a, w, sp*, Philpot, Ky.
 Jones, John Spillman, *L, s*, Warrensburg, Mo. State Normal S., Warrensburg.
 ‡Kahan, Harry Leo, *S, s*, Gary, Ind. Indiana U.
 Kaher, Marie Helen, *L, a, w, sp*, Chicago.
 ‡Kanter, Aaron Elias, *S, s, w, sp*, Chicago.
 Kantrowitz, Edna Wise, *L, a, w, sp*, Chicago.
 Kaplan, Bertha, *S, a, w, sp*, Chicago.
 ‡Kaplan, David, *S, a, w, sp*, LaPorte, Ind.
 Kaplan, Samuel, *L, s, a*, Chicago.
 Keith, Edna Griffin, *A, a, w, sp*, Cascade Springs, S.D. Valparaiso U.
 Keith, Katherine, *L, w, sp*, Chicago.
 Kelty, Mary Gertrude, *L, a, w, sp*, Mount Pleasant, Mich. State Normal S., Mount Pleasant.
 ‡Kemper, Malcolm A., *S, a, w, sp*, Cincinnati, Ohio. U. of Illinois.

- Kendall, Ann Dean, *L, s*, Indianapolis, Ind.
 Kennedy, Anna M., *L, sp*, Kimbolton, Ohio. Muskingum C.
 †Kennedy, Berthold Stamps, *S, a, w, sp*, Cornersville, Tenn. Southwestern Presbyterian U.
 Kennedy, Helen Rose, *S, a, w, sp*, Chicago.
 Kenny, Helene Mary, *L, s*, Charleston.
 Kerman, George Blount, *L, sp*, Macomb. Knox C.
 Ketcham, Earl Hoyt, *L, a, w, sp*, Grand Rapids, Mich. Oberlin C.
 Kibbey, Alvin Cecil, *L, s*, Jamestown, Ind.
 Kiel, Lee, *S, a, w, sp*, Sioux Center, Ia. Calvin C.
 Kilvary, Mary Love, *L, w, sp*, Chicago.
 Kimball, Emery Leigh, *L, s*, Hebron.
 King, Willard Leroy, *L, a, w, sp*, Henry. Knox C.
 Kingdon, Leigh Alfred, *S, a, w, sp*, Galva. U. of Rochester.
 Kinney, Max, *L, a, w, sp*, Mount Pleasant, Ia. Iowa Wesleyan C.
 Kirkevold, Hans P., *L, sp*, Jewell, Ia.
 Kitch, Lorene Ruth, *L, a, w, sp*, Cheyenne Wells, Colo.
 Kixmiller, Edward Fred, *L, a, w, sp*, Vincennes, Ind.
 Klausner, Jennie Vivien, *L, a, w, sp*, Chicago.
 Kluth, Otto Carl, *S, s*, Clintonville, Wis. State Normal S., Oshkosh.
 Knight, Duerson, *S, a, w, sp*, Chicago.
 Knoll, Adolph Otto, *L, w, sp*, Little Rock, Ark.
 Knowles, Vina Grover, *L, w, sp*, Greensburg, Ind.
 Knudson, Marguerite Viola, *L, a, w, sp*, Yorkville. Knox C.
 Kopald, Herman Gates, *L, a*, Omaha, Neb.
 Kratz, Edward Mars, *S, w, sp*, Chicago. Armour Inst. of Technology.
 Kroger, Zena, *L, a, w, sp*, Chicago.
 Kuhns, Carol Dorothy, *L, a, w*, Chicago.
 †Kulvinsky, Max, *S, s, a*, Chicago.
 Kusel, Sylvan Charles, *L, sp*, Chicago.
 Ladewick, Berenice Ruth, *S, w, sp*, Chicago.
 Landenberger, Loraine Louise, *S, w*, St. Louis, Mo.
 Landin, Marie, *L, s*, Hildreth, Neb.
 †Landis, William Albert, *S, s*, Osakis, Minn.
 Lane, Sadie Matilda Brown, *L, s, w*, Chicago.
 Larkin, Marion Ray, *L, s, a, w, sp*, Chicago.
 Larson, Lillian Eleanor, *S, w*, Chicago.
 †Laval, John, *S, w*, Evansville, Ind.
 Lavery, Regis Beatrice, *L, sp*, Lavery, Pa.
 †Lebensohn, James Eleazar, *S, a*, Chicago.
 Lee, Beatrice Eugenia, *L, a, w, sp*, Chicago.
 Lee, Gilliean Farley, *S, w, sp*, Union Springs, Ala.
 †Lee, James Edward, *S, sp*, Chicago.
 Leech, Cora Helen, *L, s*, Columbus, Ohio.
 Leland, Wallace Egbert, *L, a, w, sp*, Moline.
 Leonard, Helen Anastatia, *L, s*, Chicago.
 †Leonard, Walter Eber, *S, a*, Los Angeles, Cal. U. of Southern California.
 Leopold, Gladys Blanche, *L, s, a*, Chicago.

- Levi, Wendall Mitchell, *L, sp*, Sumter, S.C. C. of Charleston.
†Levin, David, *S, w, sp*, Chicago.
†Levin, Isador Michael, *S, a, w, sp*, Chicago.
Levin, Nathan Ralph, *L, s, a, w, sp*, Chicago.
Levinson, Geoffrey, *L, a, w, sp*, Chicago.
Leviton, Samuel Mayer, *L, s, a, w, sp*, Chicago.
Levy, Henrietta Laura, *L, a, w, sp*, Ashland, Wis. Milwaukee-Downer C.
Li, Pao-liu, *L, sp*, Canton, China.
Liang, Foo Tso, *L, a*, Canton, China. Syracuse U.
Lieber, Otto Walther, *L, w, sp*, Indianapolis, Ind. Indiana U.
Lipman, Mayer, *S, a, w*, Chicago.
Lisenby, Rose Lee, *L, s*, Centralia, Mo. State Normal S., Kirksville.
Lister, Ivah May, *S, w, sp*, Greeley, Colo.
Llewellyn, Dorothy, *L, a, w, sp*, Chicago.
Lockett, Wickliffe, *L, s*, Henderson, Ky. Muncie Normal Inst.
Lollesgard, Holger Alstrup, *L, a, w*, Joliet.
Lowry, Nicholas Talmage, *L, s*, Carthage, Tenn. Cumberland U.
Luehr, Elmer, *L, a, w, sp*, Chicago.
Lund, Ethel Vera, *S, w, sp*, Palos Park.
Lundberg, Lenus Herbert, *L, a*, Chicago.
Lundmark, Paul Elof, *S, a, w*, Lockport. Lombard C.
Lussky, Alma Elsie, *L, a, w, sp*, Ottawa.
Lyman, George Spencer, *L, a, w, sp*, Chicago.
Lynch, Susanne, *L, sp*, Chicago.
Lyon, Walter Zachariah, *S, s*, Chicago.
McBride, John Frank, *S, s*, Indianapolis, Ind. Butler C.
McCall, Charlotte Agatha, *L, a, w*, Chicago. Lewis Inst.
†McCann, Ezelle, *S, a, w*, Toombsub, Miss. Mississippi C.
†McCarthy, Patrick Thomas, *S, a*, Anaconda, Mont. U. of Montana.
McCay, Harriet Edith, *L, s*, Chicago.
MacClintock, Hilda, *L, a, w, sp*, Chicago.
McConnell, Fowler Beery, *L, sp*, Upper Sandusky, Ohio.
McConnell, Robert Nelson, *L, w, sp*, Upper Sandusky, Ohio.
McCracken, Clyde Homer, *S, a*, Flemington, Mo.
McCracker, Joy Christine, *L, w, sp*, Chicago.
McDavid, Carroll, *L, s*, Hillsboro. James Millikin U.
McDonald, Guy Arthur, *S, a, w, sp*, Elgin.
†McDonald, Hugh, *S, a, w, sp*, Peoria.
McDonald, Jessie, *L, a, w, sp*, New York City, N.Y. Radcliffe C.
MacDonald, Mary King, *L, a, w, sp*, Chicago.
McGalloway, John Peter, *L, a*, Fond du Lac, Wis. Marquette U.
MacGregor, Lawrence John, *L, a, w, sp*, Chicago.
McIlvaine, Paul, *S, a, w, sp*, Omaha, Neb.
†McIndoo, Ralph Emerson, *S, a, w*, Chicago. Syracuse U.
McKean, Irene Mary, *L, a, w, sp*, Chicago.
†McKenzie, Pierce, *S, a, w, sp*, Elwood, Ia.
Mackinnon, Reba, *S, a, w, sp*, Mobile, Ala.
McManis, Rumana Kennon, *S, s*, Princeton.

- McMeel, James Eugene, *S, sp*, Meade, Kan. U. of Kansas.
 McMullen, Margaret Eliza, *L, a, w, sp*, Evanston.
 MacNeal, Doris, *L, a, w, sp*, Berwyn.
 McWilliams, Minnie Ruth, *L, a, w, sp*, Chicago.
 Madison, Charles Isaac, *L, a, w, sp*, Sioux City, Ia.
 Mahan, Walter Basil, *A, s*, Denton, Tex. Centre C., Danville, Ky.
 Mallory, Fairie Josephine, *L, a, w*, Freeport. U. of Wisconsin.
 Manders, Emma, *L, s*, Logansport, Ind. U. of Wisconsin.
 Manierre, Ruth, *L, a, w, sp*, Chicago.
 ‡Margolis, David Jacob, *S, s, a, w, sp*, Chicago.
 Maris, Ward Hale, *S, w, sp*, Kansas City, Mo. U. of Kansas.
 Martin, Olive Kay, *L, a, w, sp*, Chicago.
 Martin, Robert Bruce, *L, w, sp*, Tulsa, Okla.
 Marye, Mary Elizabeth, *L, s*, South Whitley, Ind.
 Mason, Minnie Newel, *L, s*, Macon, Ga.
 Massillamani, Asirvathem David, *L, a, w*, Madura, South India. Pasumalar C.
 Masson, Judson Shepard, *S, s, w, sp*, Chillicothe, Ohio.
 Mathews, Ruth Mohr, *A, a, w, sp*, Burlington, Ia.
 Mathews, Treva Marie, *L, a, w, sp*, Chicago.
 ‡Mathews, William Simon, *S, a*, Ashland, Wis.
 Matthaei, Daniel Henry Gonawein, *L, s*, Toledo, Ohio.
 Matthews, Richard Perry, *L, a, w, sp*, Chicago.
 Mead, Myrogene, *S, w, sp*, Longmont, Colo.
 ‡Meeker, William Raymond, *S, a, w, sp*, Hazel Dell.
 Meier, Hortense Elizabeth, *L, s*, Farmersburg, Ia.
 Meissler, Harry, *S, s*, Chicago.
 Mercer, Arthur Bennett, *L, a, sp*, Harvey.
 Merrick, Alma Margaret, *A, s, a, w, sp*, Oak Park.
 Merrill, Cedric Valentine, *A, a, w, sp*, Chicago.
 ‡Merriman, John Riley, *S, a, w, sp*, Chicago.
 Merry, Jessie Belle, *S, sp*, Chicago.
 Meyer, Magdalene, *L, s, w*, Chicago.
 Mick, Hettie Louise, *L, a, w, sp*, Chicago.
 Midkiff, Ernest Clement, *S, w, sp*, Chicago.
 Miles, Louise Judson, *S, a, w, sp*, Savanna. Frances Shimer A.
 Milkewitch, Yetta Frances, *L, a, w, sp*, Chicago.
 Miller, Florence Anne, *L, s, a*, Pasadena, Cal.
 Miller, Frieda Julia, *S, s*, Indianapolis, Ind.
 Miller, Mabelle Margaret, *L, s*, Kansas City, Mo. U. of Michigan.
 Miller, Maxwell P., *L, w*, Washington, Ia.
 Miller, Orville D., *L, s*, Polo.
 Milligan, Charles H., *S, w*, Jefferson City, Tenn.
 Mix, Lida Belle, *L, s, a, w*, Oregon.
 ‡Mohr, George Joseph, *S, a, w, sp*, Seattle, Wash. U. of Washington.
 Moll, Alexandrina Cecelia, *L, s*, Chicago. Chicago Normal C.
 Monk, George Spencer, *S, a*, Mount Wilson, Cal.
 Montgomery, Lilliance Lorene, *L, a, w, sp*, Chicago.
 Moore, Harold Aubrey, *L, a, w, sp*, Chicago.

- Moore, Harold Tuthill, *L, a, w, sp*, Chicago.
- †Moore, Olga, *S, a*, Braymer, Mo.
- Moore, William Homer, *S, s*, Selma, Cal. Leland Stanford Junior U.
- Moran, Mary Helen, *L, a, w*, Escanaba, Mich. State Normal S., Marquette.
- Morgan, Elizabeth Burnet, *L, a, w, sp*, Chicago.
- Moritz, Rudolph Alberti, *L, a*, Davenport, Ia.
- Morrow, Ethel, *L, s*, St. Louis, Mo.
- Mortimer, Marian, *L, a, w, sp*, Chicago.
- Morton, Oakley Kendall, *L, a*, Crown Point, Ind.
- Moseley, Bertha Lee, *L, s*, Chicago.
- Moss, Harold Loring, *S, s*, Guthrie Center, Ia.
- Mott, Ethel Belle, *S, w, sp*, Kansas City, Mo.
- Mulholland, Eileen, *L, s, a*, Dunkirk, N.Y.
- Mullarkey, Ethelyn Faye, *L, a*, Glasco, Kan.
- Muller, Louisette Elizabeth, *L, w, sp*, Chicago.
- †Mumma, Claude S., *S, a, w, sp*, Forreston. Valparaiso U.
- Murray, Josephine Harriet, *S, s*, Chicago.
- Murray, Mary, *L, s*, Chicago.
- Nairin, Grace Gladys, *L, s, a, w, sp*, Grand Rapids, Mich.
- Nants, Carolyn Hazel Dennis, *L, a, w, sp*, St. Louis, Mo.
- †Naroditsky, Samuel, *S, sp*, Chicago.
- Natestad, Harold Delmar, *A, s, a, w, sp*, Sioux Falls, S.D. U. of South Dakota.
- Nathanson, Esther Belle, *L, a, w, sp*, Chicago. Lewis Inst.
- Neff, Loyd Lovell, *L, w*, Chicago.
- Nehler, Margarete Elizabeth, *L, a, w, sp*, Manitowoc, Wis.
- †Nellans, Charles Thomas, *S, a, w, sp*, Chicago.
- Nelson, Carl Magnus, *S, w, sp*, Chicago.
- †Newcomb, Frank Simon, *S, a, w, sp*, Muskogee, Okla.
- Newell, Emma, *L, a, w, sp*, Oak Park.
- Newman, Edward Leo, *S, sp*, Chicago.
- Niedergesaess, Selma Alice, *L, s*, Blue Island.
- Niederman, Malvina Dorothy, *L, s, a, w, sp*, Chicago.
- Noel, Bernard Williams, *S, s*, St. Louis, Mo.
- Nolan, Nellie Angela, *L, s*, Chicago.
- Nolen, Clara Lucile, *L, s, a, w, sp*, Jackson, Ga.
- †Noonan, James Joseph, Jr., *S, w, sp*, Joliet.
- †Noonan, William James, *S, w, sp*, Elma, Ia.
- Norton, Mary Louise, *A, a, w, sp*, Bucyrus, Ohio. Mount Holyoke C.
- †Numbers, Joseph Reno, Jr., *S, a, w, sp*, Boise, Idaho. U. of Nebraska.
- Nybladh, Carl Oscar, *L, a, w, sp*, Chicago.
- Oakley, Sarah McGaughey, *A, s*, Weatherford, Tex.
- O'Connor, Margaret Mary, *L, a, w, sp*, Chicago.
- O'Donnell, Helen Florence, *S, a*, Chicago.
- O'Hara, Frank Hurburt, *L, sp*, Chicago.
- Okuda, George Hidejiro, *L, w, sp*, Kobe, Japan. U. of Minnesota.
- O'Leary, Anna Josephine, *L, s, w*, Chicago.
- †Oliver, Henry Earle, *S, a, w, sp*, Sigourney, Ia. State U. of Iowa.
- †Oliver, Leonard Briggs Ervine, *S, a, w, sp*, Sigourney, Ia. State U. of Iowa.

- Ollorton, Anna, *L, sp*, Parowan, Utah.
Olschner, Erna Edith, *L, s*, Chicago.
Olson, Axel Ragnar, *S, w, sp*, Chicago.
†Olson, Carl Theodore, *S, a, w, sp*, Two Harbors, Minn. Northwestern U.
O'Meara, Gertrude Atherton, *L, a, w*, Aurora.
O'Neill, Nina Marguerite, *L, a, w, sp*, Chicago.
†Opie, Harold William, *S, a, w, sp*, Chicago. Wisconsin A.
Oppenheim, Charles Julius, *S, s*, Chicago.
†Orlov, Henry Louis, *S, a, w, sp*, Chicago.
Ott, Rachel Louise, *S, s*, Shelby, Ohio. Ohio Wesleyan U.
Otto, Anna Marie, *A, a, w, sp*, Red Wing, Minn. State Normal S., Winona.
Overton, Sadie Elizabeth, *L, s*, Wilberforce, Ohio.
Paine, Gregory Lansing, *L, s*, Garrattsville, N.Y.
Paine, Merlin May, *S, w, sp*, Chicago.
Palmer, Goldie Myrtle, *L, a, w, sp*, Warren, Ohio.
Parke, Mila, *S, sp*, Sycamore.
Parker, Bertha Morris, *S, s*, Rochester. Oberlin C.
Parker, Leslie Monroe, *L, a, w, sp*, Evanston.
Parker, Margaret Terrell, *A, w, sp*, Rochester.
Parker, Theodora Chase, *L, a, w, sp*, Peoria. Bradley Polytechnic Inst.
Parkinson, George Doney, *L, s*, Preston, Idaho.
Parnass, Emanuel Rabin, *L, s, a, w, sp*, Chicago.
Pathman, Felix S., *L, s, a, w*, Chicago. Armour Inst. of Technology.
Patrick, Mary Louise, *L, s*, Chicago.
Patterson, Dane Lowell, *S, a, w*, Tipton, Ind.
Patterson, Laura Gertrude, *S, s*, Peoria. Bradley Polytechnic Inst.
Patterson, May, *L, s*, St. Louis, Mo.
†Patton, Halford E., *S, a, w, sp*, Mount Carroll. Indiana U.
Pavlicek, Charles Borromeo, Jr., *L, s, a, w, sp*, Chicago.
Peabody, Mildred Dora, *S, s, a*, Pasadena, Cal.
†Pearlman, Samuel James, Jr., *S, s, a, w, sp*, Chicago.
Pease, Eunice Frances, *L, sp*, Chicago.
Peattie, Roderick, *S, s, a*, Chicago.
Peck, Frances Elizabeth, *A, a, w, sp*, Chicago. State Normal S., Oshkosh, Wis.
Peck, Ora Louise, *L, a, w, sp*, Chicago.
Pedott, Sidney, *L, a, w, sp*, Chicago.
Peratt, Charles Oscar, *L, w, sp*, Ewing, Ky.
Perlee, John Benjamin, *L, s*, Peoria.
Perlstein, Jennie, *L, s*, Chicago.
Perrin, Lora Grace, *L, a, w, sp*, Waukegan. Lake Forest C.
Perry, Helen Lomira, *L, w, sp*, Chicago.
Petersen, Myrtle Anna, *L, sp*, Davenport, Ia.
Peterson, Alice Julia, *L, sp*, Nicollet, Minn.
Peterson, Ellen Theresa, *L, s*, Roby, Ind.
Pfeiffer, Harry Sumner, *L, a, w, sp*, Green City, Mo. Ohio Wesleyan U.
Pfungst, Calvin Henry, *L, s*, Circleville, Ohio. Ohio State U.
Phillips, Velma, *L, a, w, sp*, Galesburg. Knox C.
Pitt, Irene Lois, *L, a, w, sp*, Chicago.

- Pitts, Rufus Knox, *A, s*, Fayetteville, Tenn.
 Plimpton, Etta Walker, *L, sp*, Denison, Ia. Des Moines C.
 Plumb, Dorothy Helen, *L, a, w, sp*, Chicago.
 Poage, George Rawlings, *L, w, sp*, Paris, Mo.
 Pohlman, Erna Margaret, *S, s*, Chicago.
 ‡Poppen, Jacob, *S, a, w, sp*, Sioux Center, Ia. Hope C.
 Popplewell, Lelah Florence, *L, s*, Joplin, Mo.
 Porter, Julia Ann, *L, a*, Mount Pleasant, Ia. Iowa State Teachers C.
 ‡Portis, Sidney Alexander, *S, w, sp*, Chicago.
 Portz, Harry Glenn, *S, a, w, sp*, Fresno, Ohio. Ohio Northern U.
 ‡Poska, Sidney Charles, *S, a*, Lincoln, Neb. U. of Nebraska.
 Potter, Jessie Edna, *S, s*, Ann Arbor, Mich.
 Powell, Eva Lavaria, *L, s, a, w*, Portland, Ind.
 ‡Preston, Paul James, *S, s*, Chicago. U. of Minnesota.
 Price, Miles Oscar, *S, s*, Plymouth, Ind.
 Prince, Mary, *L, a, w, sp*, Springfield. Northwestern U.
 Pringle, Louisa, *L, s, sp*, Oregon.
 Probst, John Henry, *L, s*, Arkansas City, Kan. U. of Kansas.
 Prosser, Ruth Waring, *L, sp*, Chicago.
 Quinlan, Lydia Elleanore, *A, a, w, sp*, Springfield.
 Ramsdell, Louie Gertrude, *L, s*, South Framingham, Mass.
 ‡Rankin, Fred Martin, *S, a*, Akron, Ohio. Western Reserve U.
 Rankin, Hersee Daniel, *S, s*, Pontiac, Mich. U. of Michigan.
 Raudabaugh, Fern Lucile, *S, s, w*, Celina, Ohio. U. of Michigan.
 Redmon, John Craig, *L, a, w, sp*, Peru, Ind.
 ‡Reed, Walter Kellogg, *S, s*, Boulder, Colo. Colorado State Preparatory S.
 Rees, Marie Theresa, *L, a, w, sp*, Logansport, Ind.
 Reid, Lester Keith, *S, w, sp*, Freehold, N.J.
 Reisler, Fannie Cecelia, *S, a, w, sp*, Chicago.
 Reynolds, Mary Ellen, *L, s*, Chicago.
 Rich, John Kellogg, *L, a, w, sp*, Evergreen Park.
 Richer, Isaac Newton, *L, a, w*, Peru, Ind. Indiana U.
 Ricketts, Helen Louise, *L, a, w, sp*, Chicago.
 Riordan, Katharine Agnes, *L, s, a*, Chicago.
 Rivett, Byron J., *S, s, a*, Detroit, Mich.
 Roberts, Eda Isabel, *L, s*, Chicago.
 Robinson, John Robert, *L, a*, Coalville, Utah. Leland Stanford Junior U.
 Robison, William Thomas, *S, s*, Murfreesboro, Tenn.
 Roe, Helen Brumback, *L, w, sp*, Chicago. Morningside C.
 Roe, Howard Pierce, *L, s, a, w, sp*, Omaha, Neb.
 ‡Rogers, Maurice Pearse, *S, a, w, sp*, Oak Park. U. of Wisconsin.
 Rogerson, Everett Edward, *L, a, w, sp*, Chicago.
 Root, Rosamond, *L, s*, Grand Rapids, Mich.
 Rosenberg, Magnus Block, *L, s, a, w, sp*, Chicago.
 Roser, John Henry, *L, w, sp*, Chicago.
 Ross, Bessie Garnett, *S, s*, Slater, Mo.
 Royal, Herbert Daniel, *L, s*, Ontonagon, Mich. U. of Michigan.
 Rudens, Samuel Poshen, *L, a, w, sp*, Philadelphia, Pa.

- Ruppel, Leona Elizabeth, *L, w, sp*, Webster City, Ia.
Ruppelt, Edward Alford, *L, w*, Steamboat Park, Ia.
Russ, Ira Augustus, *L, a, w, sp*, Somerville, Mass.
Russell, Paul Snowdon, *L, a, w, sp*, Oak Park.
†Ryall, George Wallace, Jr., *S, a, w, sp*, Wooster, Ohio. U. of Wooster.
Ryan, Clara Gail, *L, a, w, sp*, Chicago.
Ryan, Cornelia Veronica, *L, s*, Chicago.
Ryan, Thomas Francis, *L, a, w, sp*, Chicago.
†Saari, John Andrew, *S, s, a, sp*, Eveleth, Minn. U. of Minnesota.
†St. Pierre, Edward Walter, Jr., *S, a, w*, Salem, Ore. Willamette U.
Salisbury, Laurence Eustis, *L, w, sp*, Chicago.
Samuels, Joseph Louis, *L, sp*, Chicago.
Sandall, Robert Franklin, *L, w, sp*, York, Neb. Nebraska Wesleyan U.
Sandberg, Ruth Marie, *L, a, w, sp*, Chicago.
†Sauer, Henry Charles, *S, sp*, Rutland.
Savage, Ernestine Rose, *L, a, w, sp*, Harvey.
Sayre, Sydney Lombard, *L, a, w, sp*, Chicago.
Schaffner, Unita, *L, s*, Chicago.
†Schaner, Morris, *S, s*, Toledo, Ohio.
Scharfenstein, Florence Bertha, *L, s*, Clarksville, Ia.
†Schelm, George W., *S, s, a*, Denison, Ia. Iowa State U.
†Schlegel, Edward Henry, *S, a, w, sp*, Fort Wayne, Ind. U. of Michigan.
Schmidt, Ilona Bonn, *L, a, w, sp*, Sheboygan, Wis.
Schneider, Waldine Bertha, *L, s*, Duncan, Okla.
Schroeder, Berthold Bartholomew, *S, s*, Chicago.
Schultze, Irma Olive, *L, sp*, Chicago.
†Schuster, Franklin Philip, *S, a, w, sp*, El Paso, Tex.
†Schuster, Stephen Alexander, *S, a, w*, El Paso, Tex.
Schutz, Alexander Herman, *L, a, w, sp*, Chicago.
Scollay, Robert James, *S, a, w, sp*, Chicago.
Scott, Coral Frances, *L, sp*, Pittsburg, Kan.
Scott, Ellen Laughlin, *L, a, w, sp*, Bloomington, Ind. Indiana State Normal S.
†Seaburg, Elmer Walfred, *S, a*, Peoria. Bradley Polytechnic Inst.
Searles, Donald Kenneth, *L, sp*, LaGrange. U. of Illinois.
Sebring, William Merle, *L, s*, Colorado Springs, Colo.
Seeley, Marguerite, *L, a, w, sp*, Louisville, Ky.
Selfridge, Frank Ford, *L, a, w, sp*, Chicago.
Seligman, Samuel, *L, a, w*, Chicago.
†Sellers, Arthur Lee, *S, a, w*, Bryan, Ohio. Manchester C.
Seymour, Ninuzza, *S, s, sp*, Montgomery, Ala. Agnes Scott C.
†Shapere, Abraham Dudley, *S, a*, St. Paul Minn. U. of Minnesota.
Sharp, Agnes Arminda, *L, a, w, sp*, Chicago.
Shaviro, Nathan, *L, s*, Chicago.
Shaw, Ella May, *L, s, a, sp*, Memphis, Mo. LaGrange C.
Shaw, Rachel Victoria, *S, s*, Grand Rapids, Mich.
Sheahan, Mary Elizabeth, *L, s*, Chicago.
Shepherd, Susie Viola, *S, s*, Columbia, Va. Cornell U.
Shepherd, Frank Watson, *L, s*, Westerville, Ohio.

- †Sherman, Borris Judson, *S, w, sp*, Chicago.
- †Sherman, Maurice James, *S, a, w, sp*, Chicago.
- Sherwin, Francis James, *L, a, w, sp*, North Chicago.
- Shirley, William Matthews, Jr., *L, sp*, Chicago.
- Shoemaker, Rhena May, *L, s, a, w*, Waterloo, Ind. Western C. for Women.
- Shufflebotham, Hannah Marie, *L, s*, Sheboygan, Wis.
- Shupp, Paul Frederick, *L, s, a*, Hillsdale, Mich.
- Sickle, Max S., *L, a, w, sp*, Chicago.
- Sidway, Gladys Louise, *S, a, w, sp*, Godfrey.
- Sigler, Edward Andrew, *L, s*, Bowling Green, Ky.
- Silver, Martha Myrtell, *L, s*, Lamar, Colo. Colorado Teachers C.
- Simmons, Henry Sherman, *L, s, a*, Boise, Idaho.
- Simmons, Lucille Zeima, *L, w, sp*, Chicago.
- Skinkle, James Van Wyck, *L, s*, Davenport, Neb.
- Skorupinski, Paul Charles, *S, s*, Ray, Ind.
- †Sloan, LeRoy Hendrick, *S, s, a*, Chicago.
- Small, Louise Clara, *L, sp*, Chicago. Washburn C.
- Smart, Ruth Marion, *A, sp*, Downers Grove.
- Smith, Charles Hulbert, *S, s*, Chicago.
- Smith, Edith Noel, *L, s, a, w, sp*, Chicago.
- Smith, Gertrude Elizabeth, *A, a, w, sp*, Peoria. Bradley Polytechnic Inst.
- Smith, Herman Lyle, *S, s, a*, West Lebanon, Ind. U. of Oregon.
- Smith, Hubert Conover, *A, s, sp*, Richmond, Ind.
- Smith, Mabel Gertrude, *S, s, a, w*, Chicago.
- †Smith, Stuart Luthy, *S, a, w, sp*, Pittsfield. U. of Illinois.
- †Snyder, Howell, *S, a, w, sp*, Peoria. Bradley Polytechnic Inst.
- †Sobul, Solomon Arthur, *S, a, w, sp*, Cleveland, Ohio. Western Reserve U.
- South, Frank Lee, *S, sp*, Bald Hill, Pa.
- Soyer, Bessie Frances, *S, w, sp*, Oak Park.
- Speerbrecher, Henry, *S, s*, Milwaukee, Wis. State Normal S., Milwaukee.
- Spencer, Aileen, *A, a*, Monticello, Ark. U. of Arkansas.
- Spencer, Erma Emma, *L, s*, Chicago. Wellesley C.
- Spencer, Mary Blanche, *L, a, w, sp*, Chicago.
- Spindler, Ilse Alma, *L, a, w, sp*, Chicago.
- Sproehle, Katherine Margaret, *L, a, w, sp*, Chicago.
- Sprouse, Claude Willard, *L, a*, Richmond, Northwestern U.
- Stabenu, Clifford William, *S, a, w, sp*, Quincy.
- Staff, Catherine, *L, sp*, Sycamore. Indiana State Normal S.
- Stains, Tracy Ranger, *L, a, w, sp*, Roswell, N.M.
- †Stam, Nicholas Cornelius, *S, a, w*, Chicago.
- Stegeman, Herman James, *L, a, w, sp*, Holland, Mich.
- †Stehman, Henry Miller, *S, a, w*, Pasadena, Cal. Occidental C.
- Steichen, Elizabeth, *L, s*, Two Harbors, Minn.
- Stein, Edward Henry, *L, sp*, Bloomfield, Ind.
- Stein, Julian Caesar, *L, a, w*, South Bend, Ind.
- Steinbauer, Kathleen Margaret, *L, a, w, sp*, Logansport, Ind.
- Steinman, Bernhard, *L, s*, Russia. U. of Minnesota.
- Stephenson, Cowan Douglas, *L, sp*, Centerville, Tenn.

- Stevens, Robert Waterman, *A, s, a*, Chicago.
- Stevenson, George Augustus, *A, sp*, Harvey. U. of Illinois.
- Stewart, George Raymond, *S, a, w, sp*, Normal.
- Stewart, Hugh Smiley, *L, s, a, w, sp*, Chicago.
- Stewart, James Harvey, *L, a*, Wichita, Kan. Friends U.
- †Stotter, Arthur Lesly, *S, a, w, sp*, Cleveland, Ohio. Dartmouth C.
- Stout, Charles Joseph, *L, w*, Danville. Mount Union C.
- Stout, Clyde Joseph, *L, w, sp*, Fort Cobb, Okla.
- Strachan, Dorothy, *L, a, w, sp*, Deadwood, S.D.
- Stratemeier, Klaas Jacob, *A, s*, Dubuque, Ia. Dubuque German C.
- Straub, Charles Edward, *S, s, a, w*, Bellevue, Ky. State U. of Kentucky.
- Strauch, Harry Henry, *S, s*, Thomson. Bradley Polytechnic Inst.
- Straus, Florence Leahmore, *L, s*, Cincinnati, Ohio. U. of Cincinnati.
- Strong, Mary Louise, *A; s*, Americus, Ga. Morehouse C.
- Strongman, Bessie Talbot, *S, a, w, sp*, Boston, Mass. U. of Colorado.
- Stuenkel, Francelia, *L, a, w, sp*, Monee. U. of Illinois.
- Sturges, Mary Sullivant, *L, a, w, sp*, Elmhurst.
- Sucher, Bertha Emirancy, *L, s*, Peoria. Bradley Polytechnic Inst.
- Sultzter, Willa Anna, *L, sp*, Butte, Mont.
- Sutcliffe, Esther Barbra, *L, sp*, Chicago.
- Sutherland, Lois Gilbert, *A, a, w, sp*, Chicago.
- Swan, Joseph Hugo, *L, s, a, w, sp*, Sioux City, Ia.
- Swanson, Ralph John, *L, w*, Alcester, S.D. Yankton C.
- Sykes, Augustus Kent, *L, s, a, sp*, Chicago.
- Talbot, Leona Ruth, *A, s*, Toledo, Ia.
- Tandy, Elizabeth Carpenter, *L, a, w, sp*, Vevay, Ind. Wells C.
- Taurog, Ethel Gitte, *L, s, a, w, sp*, Chicago.
- Taylor, Agnes Inez, *L, sp*, Hearne, Tex.
- Taylor, Edward Wesley, *L, s*, Randolph, N.Y.
- Taylor, Jennie Luna, *A, a, w, sp*, Washington, D.C. Syracuse U.
- †Taylor, William Amory, *S, s*, Portage, Wis. U. of Wisconsin.
- †Teninga, Arthur, *S, a, w, sp*, Chicago.
- Tenney, Horace Kent, Jr., *S, s*, Winnetka.
- Terry, Robert Adams, *S, s, a, w, sp*, Chicago.
- Theilgaard, Sophie Annette, *L, s*, Chicago.
- Thomas, Edward Brown, *L, s*, Chicago.
- Thomas, Mary Anne, *L, s*, Youngstown, Ohio.
- Thompson, George Orvel, *S, w*, Alamosa, Colo. State Normal S., Emporia, Kan.
- †Thompson, Glenn Stanley, *S, s, a, w, sp*, Chicago.
- †Thompson, John Clark, *S, a, w, sp*, Sutton, Neb. U. of Nebraska.
- Thompson, Mary Elizabeth, *L, s*, Owensboro, Ky. Georgetown C.
- Thompson, May Fraser, *L, s*, Kalamazoo, Mich. Kalamazoo C.
- Thompson, Seal, *L, s*, Glenside, Pa.
- Timberlake, Helen Rachel, *L, w, sp*, Chicago.
- Tint, Louis Jacob, *S, a*, Chicago.
- Todhunter, Rex Abner, *L, a, w, sp*, East Marion, Ohio. Wilmington C.
- Tolman, Joshua Stevens, *L, s, a, w, sp*, Chicago.

- †Torpin, Richard Ivan, *S, sp*, Oakdale, Neb.
 Trimble, Anna Good, *L, s*, Chattanooga, Tenn.
 Tufts, Irene, *A, a, w, sp*, Chicago.
 Turner, Finis Hill, *A, s*, Pulaaski, Tenn. Vanderbilt U.
 Turner, Genevieve, *L, a*, Chicago.
 Twinem, J. Clyde, *L, a, w*, Summerfield, Ohio. Valparaiso U.
 Tyler, Dorothea, *L, s*, Meadville, Pa. U. of Michigan.
 Udy, Stanley Hart, *L, s, sp*, Dunkirk, N.Y.
 Underwood, Edith Margaret, *L, s, a, w, sp*, Chicago.
 Vanderpoel, Dorothy Humphreys, *L, a, w, sp*, Chicago.
 Vanderpoel, Robert P., *L, sp*, Chicago.
 Van Hecke, Maurice Taylor, *L, a, w, sp*, Chicago. Beloit C.
 Van Keuren, June Gill, *L, s, a*, Duquoin.
 Van Schaick, Esther Knapp, *L, a*, Chicago. Oberlin C.
 Van Wie, Naomi Ethelyn, *L, s, a*, Chicago.
 Veatch, William Homer, *L, a, w, sp*, Cedar Falls, Ia. Iowa State Teachers C.
 Veblen, Hilda Ingallier, *L, a, w, sp*, Minneapolis, Minn.
 †Venable, George Lyle, *S, a*, Oskaloosa, Ia. Penn C.
 Victor, Louis John, *L, a, w*, Chicago.
 Victorson, Ruth Marie, *S, a, w, sp*, Chicago.
 Vogel, Olga Hildegard, *L, sp*, San Antonio, Tex.
 †Volini, Italo Fred, *S, s, a, w*, Chicago.
 Votaw, Claire, *L, a, w, sp*, Chicago.
 †Vruwink, John, *S, sp*, Grand Rapids, Mich. Hope C.
 Wade, Willard Marshall, *S, s*, Kearney, Mo.
 Wagner, Percy Evan, *L, w, sp*, Chicago.
 Wahl, Gertrude Barbara, *L, s, a*, Vevay, Ind. Western C., Oxford, Ohio.
 Wahl, Marie Adelheid Heise, *L, w, sp*, Chicago.
 Waits, Alice Marjorie, *A, a, w, sp*, Terre Haute, Ind.
 Walby, Olav Hausmann, *L, a, w, sp*, Kristiania, Norway.
 Walker, Margaret Olive, *L, a, w, sp*, Chicago.
 Wallace, Ada Lena, *L, a, w, sp*, Canton, Mo. Christian U.
 Wallen, Zonja Elizabeth, *S, s, a, w, sp*, Chicago.
 Walther, Eva Luella, *L, w, sp*, De Soto, Mo.
 Ward, Francis Thomas, *S, a, w, sp*, Chicago.
 Ward, Harold Bernard, *S, s, a*, Mount Pleasant, Mich.
 Warren, Edna May, *L, s, sp*, Libertyville, Ia. Iowa Wesleyan U.
 †Warszewski, Edward Henry, *S, a, w, sp*, Chicago.
 †Washburn, Arthur Mansfield, *S, s, a, w, sp*, Burlington, Ia.
 Washburne, Dorothea, *L, a, w*, Chicago.
 Watkins, Clyde Edward, *L, s, sp*, Chicago.
 Wattenbarger, Eunice, *L, s, a, w, sp*, Milan, Mo. State Normal S., Kirksville.
 Weber, Adda Butts, *L, s*, Chicago.
 Webster, Frank Martindale, *L, a*, Chicago.
 Webster, Gracia Martha, *L, a, w, sp*, Chicago.
 Webster, Paul Fred, *S, sp*, Chicago.
 Weimar, Anna Magdelene, *S, s, a, w, sp*, Chicago. Illinois State Normal U.

- Weiner, Joseph, *L, s*, Providence, R.I.
- †Weishaar, Herman Oliver, *S, a, w, sp*, Heyworth. Hiram C.
- Wells, Annie Lowell, *A, s*, St. Joseph, Mo. Wells C.
- Wells, Samuel Webster, *S, a, w, sp*, Wausau, Wis.
- Wenzinger, Margarethe, *L, s*, Marquette, Mich.
- Wesner, Elenora Martha, *A, sp*, Zion City. State Normal S., Gunnison, Colo.
- †Westland, Edward Walter, *S, s, w*, Chicago.
- Wetton, Mary Alma, *S, s, a, w, sp*, Chicago.
- Wheeler, Helen Mary, *L, a, w, sp*, Chicago.
- Whimsett, Grover Columbus, *L, s, a, w*, Chicago.
- White, Cecile Dulaney, *L, s*, Chicago.
- White, Katherine Field, *L, s, w, sp*, Chicago.
- White, Robert Ceresco, *L, a, w, sp*, Chicago.
- †White, Willard David, *S, s, a, w, sp*, Seattle, Wash. U. of Washington.
- Whiting, Frank Simpson, *L, a, w, sp*, Chicago.
- Whitney, Ethel O., *L, s*, Maquoketa, Ia. Iowa State Teachers C.
- Wickham, Katharine Crouch, *A, a, w, sp*, Chicago.
- Wiesinger, Ruth A., *S, sp*, Aurora.
- Wild, Julianna Marie, *L, s, a, w*, Chicago.
- Wilhartz, Ruth Stein, *L, a, w, sp*, Chicago.
- †Williams, Delon Acru, *S, a, w, sp*, Murray, Ky. State U. of Kentucky.
- †Williams, Frank Argyle, *S, a*, Lockbourne, Ohio. Ohio State U.
- Williams, Roy Walter, *L, w, sp*, Chicago.
- Williamson, Florence, *L, s*, Fountain Creek, Tenn.
- Willingham, Thomas Cotton, *L, a, w, sp*, Eupora, Miss. Millsaps C.
- Willits, Nettie May, *S, a, w, sp*, Sioux Falls, S.D.
- Willson, Lawrence Herrick, *S, a*, Wauseon, Ohio. Valparaiso U.
- Wilson, Charles Oren, *S, s, a, w, sp*, Salt Lake City, Utah.
- Wilson, Gold Refined, *A, a*, Hickory, Va. Shaw U.
- Wilson, Winifred Emily, *L, sp*, Jackson, Ohio.
- Wing, Dorothy, *L, a, w, sp*, LaCrosse, Wis. Rockford C.
- Winner, William Harold, *L, s, a*, Wilmington, Del. Wesleyan U.
- Wise, Basil Fred, *L, w*, Winfield, Ia. Parsons C.
- Woodhouse, Margaret, *L, a, w, sp*, Sharon Springs, Kan. Bethany C.
- Woodruff, Madelyn, *L, sp*, Ravinia.
- Woods, Mary June, *L, sp*, Macomb. Western Illinois State Normal S.
- Woodward, Janette Margaret, *L, a, w, sp*, Chicago.
- Wren, Edith Gwyn, *S, a, w, sp*, Abingdon, Va.
- Yao, Yu Tai, *S, sp*, Kiangsi, China.
- Yff, Peter, Jr., *A, a, w, sp*, Chicago.
- Young, Anna Blum, *L, s*, Ripley, Tenn.
- Young, Ethel Eleanor, *L, a*, Marquette, Mich. State Normal C., Ypsilanti.
- Young, Van Kirk, *L, a, w, sp*, Bowling Green, Ohio. Ohio State U.
- Zbitovsky, Edward, *L, a, w, sp*, Silver Lake, Minn. Dubuque German C.
- Zeller, Fridericka C., *S, a*, Peoria.
- Zeman, Estelle, *L, a, w, sp*, Chicago.

MEN—523

WOMEN—467

TOTAL—990

THE JUNIOR COLLEGES

- Aaron, Helen Lehman, *L, a, w, sp*, Chicago. University Hs.
 Abbott, Harriet Geneva, *L, a, w*, Milwaukee, Wis. East Division Hs.
 Abbott, Lael Ray, *L, a, w, sp*, Chicago. Parker Hs.
 Abson, Ben J., *L, s*, Blue Island, U. of Michigan.
 Adams, Carleton Bachman, *L, a, w, sp*, Chicago. University Hs.
 Adams, Eva, *L, a, w, sp*, Chicago. Hyde Park Hs.
 Adams, Helen Mina, *L, a, w, sp*, Chicago. University Hs.
 Agar, John George, *L, a, w, sp*, Chicago. University Hs.
 Ahlgren, Elsa Johanna, *L, a, w*, Chicago. University Hs.
 Aicher, Amey Magdalene, *L, s*, Michigan City, Ind. Winona Normal S.
 Aiken, Ralph Charles, *S, a, w, sp*, Chicago. Bowen Hs.
 Albert, John, *L, a*, Chicago. Wendell Phillips Hs.
 Albright, Henry Fleetwood, Jr., *S, a, w, sp*, Oak Park. Oak Park Hs.
 Allais, Paul Florent, *L, a, w, sp*, Chicago. University Hs.
 Allen, Berry William, *L, s, a, w, sp*, Chicago. Hyde Park Hs.
 Allen, Mary Bernard, *L, s, a, w, sp*, Chicago. Hyde Park Hs.
 Allen, Miriam, *L, s*, Chicago. DePauw U.
 Allen, Thomas Ridgway, *L, a*, Evanston. Northwestern U.
 Allie, Stephen John, *L, s, a, w, sp*, Chicago. Englewood Hs.
 Allinson, Brent Dow, *A, sp*, Chicago. Winona A.
 Allison, Minard, *S, a, w, sp*, Pittsburg, Kan. Tonkawa, Okla., U. Preparatory S.
 Andersen, Walter Michael, *S, a, w, sp*, Chicago. Crane Technical Hs.
 Anderson, Arvid Lawrence, *L, w, sp*, Lawrence, Mass. Phillips Exeter A.
 Anderson, Donald Kennedy, *L, a, w, sp*, Evanston. Evanston A.
 Anderson, Ellen Sophie, *L, a, w, sp*, Chicago. Wendell Phillips Hs.
 Anderson, Richard Elseph, *S, s*, Lynn Center. Augustana Commercial C.
 Anderson, Ruth Amalia, *S, s, a, w*, Chicago. Englewood Hs.
 Angier, Robert Mitchell, *L, a, w, sp*, Chicago. University Hs.
 Annis, Horace, *S, a, w, sp*, Ethan, S.D. Mitchell Hs.
 Anschicks, Rudolph John, *L, a, w, sp*, Mendota. Mendota Hs.
 Apfelbach, Carl Wesley, *S, s, a, w, sp*, Chicago. West Division Hs., Milwaukee, Wis.
 Appel, Mildred Neta, *L, a*, Chicago. University Hs.
 Appel, William Dunford, *S, a, w, sp*, Anacostia, D.C. McKinley Hs., Washington, D.C.
 Argile, Leslie Edwin, *L, a*, Chicago. Englewood Hs.
 Arnold, Ruth, *L, s, a, w, sp*, Texarkana, Ark. Vassar C.
 Arthur, John Morris, *S, a, w, sp*, Paris. Paris Hs.
 Ascherman, Elmer Nathaniel, *S, a, w, sp*, Chicago. Lane Technical Hs.
 Ashbrooke, De Marguerite, *L, a*, Chicago. Hyde Park Hs.
 Asher, Arthur Graham, *S, a, w, sp*, Trenton, Mo. Trenton Hs.
 Ashford, Percy Drummond, *L, s, a, w, sp*, Polo. Polo Hs.
 Austin, Florence Olive, *S, s, a, w, sp*, Mobile, Ala. Columbia U.
 Axe, Emerson Wirt, *L, a, w, sp*, Indianapolis, Ind. Manual Training Hs., Indianapolis.
 Bach, Bernice, *L, s, a*, Chicago. Englewood Hs.

- Bachmann, Menno S., *L, a, w*, Woodlake, Cal. Moundridge, Kan., Hs.
 Bacon, Vinton Arthur, *L, a, w*, Chicago. Lane Technical Hs.
 Baer, Arthur Alois, *L, a, w, sp*, Chicago. Calumet Hs.
 Bairnson, George Andrew, *S, a, w, sp*, Chicago. Northwestern U. S. of Pharmacy.
 Baker, Helen White, *L, a, w, sp*, Chicago. Soldan Hs., St. Louis, Mo.
 Baker, Irwin Monroe, *L, s, a, w, sp*, Chicago. Englewood Hs.
 Baker, Mary Williense, *L, a, w, sp*, Battle Creek, Mich. Battle Creek Hs.
 Baker, Stanley Howe, *L, a, w, sp*, Chicago. Englewood Hs.
 Ball, William Henry, *L, s, Iuka*. Southern Illinois Normal S.
 Balsam, Louis, *L, a, w, sp*, Chicago. McKinley Hs.
 Banister, John Wells, *L, a, w, sp*, Chicago. Calumet Hs.
 Banta, Kate Marie, *S, a, w, sp*, Logansport, Ind. Logansport Hs.
 Barck, Matilda Antoinette, *L, s*, Hammond, Ind. Indiana State Normal S.
 Barker, Jean, *L, a, w, sp*, Chicago. Mrs. Starrett's S. for Girls.
 Barker, Martha Fleming, *L, a, w, sp*, Chicago. University Hs.
 Barker, Samuel Robert, *L, a, w, sp*, Springfield. Springfield Hs.
 Barlow, Eleanor Sarah, *L, a*, Chicago. Hyde Park Hs.
 Barnard, Hayden Emil Eberhardt, *S, a, w, sp*, Chicago. Wendell Phillips Hs.
 Barnes, Mildred Evelyn, *L, w, sp*, Chicago. Hyde Park Hs.
 Barrell, Mary Caroline, *L, a, sp*, Chicago. University Hs.
 Barrett, Nellie Okla, *S, s, a, w, sp*, Chicago. Englewood Hs.
 Barstow, Lael, *L, a, w, sp*, South Haven, Mich. South Haven Hs.
 Barton, Robert Shawmut, *L, s, a, w*, Oak Park. Knox C.
 Bashore, Noah E., *A, s, a, w*, Covina, Cal. U. of Southern California.
 Bate, Mary Teresa, *L, sp*, Chicago. Wendell Phillips Hs.
 Bau, Chingling, *L, w, sp*, Shanghai, China. U. of Illinois.
 Bausch, William Carl, *L, a, w, sp*, Chicago. Lane Technical Hs.
 Bean, F. Lorraine, *L, a, w, sp*, Chicago. U. of Washington.
 Beardsley, Harry Markle, *L, a, sp*, Chicago. Englewood Hs.
 Beatty, Raymond Richard, *S, w*, Toledo, Ohio. Scott Hs.
 Beaubien, Olive Rose, *L, a*, DeKalb. Waukegan Business C.
 Beauchamp, William Theodore, *L, a*, Chicago. Wendell Phillips Hs.
 Beck, Annie Steele, *A, a, w, sp*, Woodstock. Woodstock Hs.
 Becker, Harry Fred, *S, a, w, sp*, Harvey. Thornton Township Hs.
 Becker, Philoma Sarah, *L, a, w*, Chicago. New Trier Hs.
 Becker, Walter Henry, *L, s*, Chicago. U. of Illinois.
 Beckus, Frances Charlotte, *L, a, w, sp*, Chicago. Racine, Wis., Hs.
 Bee, Winifred Marian, *L, a, w, sp*, Chicago. John Marshall Hs.
 Bell, Margaret Emma, *L, a, w, sp*, Chicago. Calumet Hs.
 Beller, Esther Bernice, *S, a, w, sp*, Chicago. Englewood Hs.
 Bender, Wade Shank, *L, a, w, sp*, Warsaw, Ind. Warsaw Hs.
 Benedict, Lloyd George, *S, s*, Chicago. Lewis Inst.
 Benesh, Matthew Edward, *S, s, a*, Chicago. John Marshall Hs.
 Beneseley, Carolina May, *S, a, w, sp*, Chicago. University Hs.
 Benson, Virginia Mary, *S, a, w, sp*, Chicago. DePaul Hs.
 Bent, Charles Matchett, *L, s, a, w, sp*, Chicago. Todd Sm.
 Benthien, Elizabeth Margaret, *L, s*, Bellingham, Wash. Dixon C.

- Bentley, Paul Cody, *L, s*, Chicago. University Hs.
- Bernstein, Archie Isriel, *L, a, w, sp*, Chicago. Englewood Hs.
- Bila, Constantine, *A, s, a, w, sp*, Chicago. Crozer Theological Sm.
- Billings, Mildred Kitto, *A, a, w*, Chicago. Oakwood, Toronto, Hs.
- Birdsall, Carl Asa, *S, s, a, w*, Chicago. Friend, Neb., Hs.
- Birmingham, Mabel Helen, *L, w, sp*, Chicago. Chicago Teachers C.
- Bishop, Arthur Van Meter, *L, a, w, sp*, Kankakee. Kankakee Hs.
- Bishop, Ethel, *L, a, w, sp*, Chicago. Parker Hs.
- Blachly, Louis Seely, *L, a, w, sp*, Spring Valley. LaSalle-Peru Township Hs.
- Black, Stanley McDonald, *L, a, w, sp*, Chicago. Parker Hs.
- Blankenstein, Edward, *L, a, w, sp*, Harvey. Gregg S.
- Blasingame, Bertha, *L, w*, Augusta, Ga. Georgia Normal C.
- Blayney, Martha Louise, *A, a, w, sp*, Rock Island. Rock Island Hs.
- Blazer, Paul G., *L, w, sp*, Aledo, Aledo Hs.
- Blitasten, Harry, *L, a, w, sp*, Chicago. McKinley Hs.
- Block, Edna, *L, s*, Kansas City, Mo. Central Hs., Kansas City.
- Blodgett, Howard Stephen, *S, a*, Chicago. Englewood Hs.
- Blomquist, Gustavus Willehad, *L, s, a, w, sp*, Kulm, N.D. North Dakota State Normal S.
- Blomquist, Hugo Leander, *S, s, a, w, sp*, Kulm, N.D. Valparaiso U.
- Boese, Benjamin Abraham, *L, s, a, w*, Freeman, S.D. State Normal S., Springfield, Ill.
- Boguslawsky, Olga, *L, a, w*, Chicago. West Side Hs., Milwaukee, Wis.
- Bondy, Robert Earl, *L, a, w, sp*, Chicago. Wendell Phillips Hs.
- Bondzinaki, John Anton, *S, a, w, sp*, Chicago. Lake Hs.
- Borden, Charles Henry, *L, a, w, sp*, Shawnee, Okla. Shawnee Hs.
- Born, Esther Martha, *L, a, w, sp*, Chicago. McKinley Hs.
- Borovsky, Maxwell Philip, *S, a, w, sp*, Chicago. Calumet Hs.
- Borroff, Henry Houston, *S, a, w, sp*, Chicago. University Hs.
- Bosold, Julius Franciscus, *A, a, w, sp*, Mokena. Deerfield-Shields Hs.
- Bostaph, Ione Vivian, *L, a, w*, Harvey. Thornton Township Hs.
- Bothman, Louis, *S, a*, Murphysboro. Murphysboro Township Hs.
- Bowden, Loyd Melvin, *L, a, w, sp*, Odenville, Ala. Birmingham Hs.
- Bowers, Margaret Frances, *L, a, w, sp*, Chicago. Hyde Park Hs.
- Bowman, Miriam Adaline, *L, a, w, sp*, Chicago. Harrison Technical Hs.
- Bowne, Bessie Mae, *L, a, w, sp*, Chicago. John Marshall Hs.
- Boyden, Dorothy, *L, a, w, sp*, Chicago. Hyde Park Hs.
- Boyle, Edwin Vanston, *L, a, w, sp*, Chicago. University Hs.
- Boylston, Laura Emily, *L, w*, Chicago. Hyde Park Hs.
- Bradel, Thaddeus Leopold, *S, a, w, sp*, Chicago. Chicago Kent C. of Law.
- Brady, Margaret Mary, *L, a, w, sp*, Chicago. Hyde Park Hs.
- Brainerd, Dorothy, *L, a, w, sp*, Paducah, Ky. Paducah Hs.
- Brandenburg, Josephine Dorothy, *L, w*, Chicago. Englewood Hs.
- Brandes, Leo, *S, a, w, sp*, Chicago. Wendell Phillips Hs.
- Brauman, Marie Bernadette, *L, a, w*, Chicago. St. Xavier A.
- Breathed, John William, *S, a, w*, Chicago. Wendell Phillips Hs.
- Bredin, James, *L, a, w, sp*, Chicago. Englewood Hs.
- Breedin, Augustin Wilber, *L, sp*, Cove, Ark. Peabody C.

- Brelas, Carl Thomas, *L, a, w, sp*, River Forest. Oak Park Hs.
 Brelsford, Marian Lynch, *L, a, w*, Chicago. Northwestern U.
 Briggs, Chauncey Millar, *S, s*, Chicago. Englewood Hs.
 Brill, George Meredith, *S, w, sp*, Chicago. Dartmouth C.
 Brinkman, Francis Leslie, *L, a, w, sp*, Chicago. St. James Hs.
 Brodie, Clarence Alexander, *L, a, w, sp*, Wichita, Kan. Wichita Hs.
 Broomell, Francis Johnson, *L, sp*, Chicago. Austin Hs.
 Brosseit, Hedwig Veth, *S, a*, Chicago. Hyde Park Hs.
 Brotherton, John Jerome, *A, a, w, sp*, Omaha, Neb. Omaha Hs.
 Brown, Jessie Imogen, *L, a*, Chicago. Hyde Park Hs.
 Brown, Katherine, *L, a, w*, Chicago. University Hs.
 Brown, Lee Otto, *S, a, w, sp*, Churubusco, Ind. Churubusco Hs.
 Brownell, Helen Marie, *L, a*, Chicago. Wendell Phillips Hs.
 Bryson, Olive Flore, *L, s*, Spartanburg, S.C. Holbrook Normal C.
 Buchanan, Kent Andrew, *L, a*, Bucyrus, Ohio. Bucyrus Hs.
 Buchanan, Pearl Schell, *L, s*, Wichita, Kan. Northwestern State Normal S.
 Buchbinder, William, *L, w, sp*, Chicago. Schurz Hs.
 Bucksdorf, Henry Nicholas, *S, a, w*, Chicago. St. Louis U.
 Bulkley, Florence Dorothy, *L, a, w, sp*, Alpena, Mich. Alpena Hs.
 Bullard, Eva Emily, *L, a*, Watervliet, Mich. Watervliet Hs.
 Bunge, Hannah Matilda, *L, a, w, sp*, Eitsen, Minn. Denison U.
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 Stuart, Martha Scott, *L, a, w, sp*, Chicago. Hyde Park Hs.
 Studer, Edward, *S, a, w, sp*, Chicago. Curtis Hs.
 Sturman, Sophie Charlotte, *L, a, w, sp*, Chicago. Medill Hs.
 Sucherman, Joseph Samuel, *L, a, w, sp*, Chicago. Crane Technical Hs.
 Sullivan, Harriett Martha, *A, a, w, sp*, Oakland, Cal. Los Angeles Hs.
 Sullivan, Isabel, *L, a, w, sp*, Oak Park. Smith C.
 Sultzer, Willa Anna, *L, a, w*, Butte, Mont. Montana State C. of Agriculture and Mechanic Arts.
 Supple, Omer Edmund, *S, a, w*, Chicago. Lewis Inst.
 Sutcliffe, Esther Barbra, *L, s, a, w*, Chicago. Curtis Hs.
 Svatek, Edward Vaclav, *L, a, w, sp*, Chicago. Elgin A.
 Sweet, Donald Monroe, *L, w, sp*, Chicago. Lewis Inst.
 Symes, Earl Louis, *S, s*, San Marcos, Cuba. Englewood Hs.
 Tabor, Lee Lewis, *L, s, a, w, sp*, Chicago. U. of Wisconsin.
 Taggart, Alice Delight, *L, a, w, sp*, Lake Geneva, Wis. Lake Geneva Hs.
 Taglia, Vito Antonio Desolato, *S, s, a, w, sp*, Chicago. McKinley Hs.
 Talbot, Florence M., *L, a, w, sp*, Keokuk, Ia. Bishopthorse Manor, Bethlehem, Pa.
 Taylor, Charles Fletcher, *S, a, w, sp*, Chicago. Bowen Hs.
 Taylor, Charles Oliver, *L, a*, Ottumwa, Ia. Stetson U.
 Taylor, Della May, *A, a, w, sp*, Chicago. Waller Hs.

- Teas, Ruby May, *A, a, w, sp*, Chicago. New Haven Hs.
- Teeple, Helen Fanelia, *L, a*, Marquette, Mich. Northern State Normal S., Marquette.
- Teichgraber, Otto Oswald, *L, a, w, sp*, Emporia, Kan. Emporia Hs.
- Templeton, William Mansfield, *L, a, w, sp*, Oak Park. Oak Park Hs.
- Ten Brook, Ethel Alice, *L, sp*, Terre Haute, Ind. Indiana State Normal S.
- Ten Cate, Jennie Cornelia, *S, a, w, sp*, Chicago. Calumet Hs.
- Ten Cate, Leah, *S, a, w, sp*, Chicago. Calumet Hs.
- Testin, Thomas Joseph, *S, w, sp*, Joliet. Joliet Township Hs.
- Tharp, John Gilbert, *L, w*, Chicago. Hyde Park Hs.
- Tharp, Laurence MacHatton, *L, s, a, w*, Chicago. Hyde Park Hs.
- Thayer, Esther Louise, *S, a, w, sp*, Chicago. Englewood Hs.
- Thayer, Florence, *L, a*, Morgan Park. Morgan Park Hs.
- Thielen, Vincent Paul, *S, s, a, w, sp*, Riceville, Ia. Riceville Hs.
- Thomas, Florence Lee, *L, s*, Cleveland, Ohio. U. of Ohio.
- Thomas, Ruth Marie, *A, s*, Chicago. Rockford C.
- Thomas, Ruth Van Buskirk, *L, s, a, w, sp*, Chicago. Erasmus Hs.
- Thompson, Ruth Elisabeth, *L, a, w*, Chicago. Miss Porter's S., Farmington, Conn.
- Thompson, Samuel Keith, *L, w, sp*, Minot, S.D. Lewis Inst.
- Thorsch, Richard Lionel, *L, s*, Chicago. U. of Michigan.
- Thurliman, Leota, *L, a, w, sp*, Carroll, Ia. Carroll Hs.
- Tibbits, Eleanor Elizabeth, *S, a, w, sp*, Riverside. John Marshall Hs.
- Timberlake, Helen Rachael, *L, a*, Chicago. Hyde Park Hs.
- Toler, Frank, *L, a*, Chicago. Armour Inst. of Technology.
- Tonness, Alfred, *A, w, sp*, Chicago. Hyde Park Hs.
- Torell, Frank, *L, a, w*, Omaha, Neb. North Park C.A.
- Torrell, Harold John, *L, a, w, sp*, Omaha, Neb. Omaha Hs.
- Townley, Fannie, *L, s*, Sidney, Ohio. U. of Michigan.
- Townley, Francis Reid, *S, a, w, sp*, Chicago. Hyde Park Hs.
- Tragitt, Elizabeth Weedon, *A, a, w*, Rolla, Mo. All Saints' S.
- Tranter, Paul W., *S, sp*, Armour, S.D. U. of Iowa.
- Traut, Eugene Fagan, *S, a, w, sp*, Fond du Lac, Wis. Fond du Lac Hs.
- Traver, George White, *L, a, w, sp*, Chicago. U. of Michigan.
- Travis, Florence, *S, s*, Evanston. Northwestern U.
- Treichlinger, Wilma Alice, *L, a, w, sp*, Chicago. University Hs.
- Tresidder, Donald B., *S, a, w*, Tipton, Ind. Winona C.
- Trumbull, Denslow Allerton, *L, a, w, sp*, Chicago. University Hs.
- Tsai, Shing Wu, *L, a, w, sp*, Hongkong, China. Tsing Hua C.
- Tseo, George Bongio, *S, s*, Kiangoe, China. Evanston A.
- Tufts, James Warren, *S, s, a*, Chicago. Monson A., Monson, Mass.
- Tunnicliff, Morris Damon, *L, a*, Macomb. Western Military A.
- Turner, Olive Trowbridge, *S, a, w, sp*, Chicago. Calumet Hs.
- Twining, Bessie Clotilde, *L, sp*, Chicago. Englewood Hs.
- Tyley, Jennie Spratt, *L, a, w, sp*, Chicago. Chicago Hs.
- Tyley, Judson Spratt, *S, a, w, sp*, Chicago. C. of Idaho.
- Uhlmann, Alice Margaret, *L, a, w, sp*, Chicago. University Hs.
- Ulman, Ray William, *L, a, w, sp*, Chicago. Manchester, Ind., Hs.

- Ulman, Ross Joseph, *L, a, w, sp*, Chicago. Manchester, Ind., Hs.
 Unson, Salvador, *L, w, sp*, Pagsangham, Laguna, P.I. Manila Hs.
 Vance, Emma Fairbairn, *L, sp*, Erie, Pa. Randolph-Macon Woman's C.
 Vance, Ruth Mary, *L, a, w, sp*, Chicago. LaCrosse, Wis., Hs.
 Vanderpoel, Robert P., *L, s, a, w*, Chicago. Wendell Phillips Hs.
 Van Der Veen, Andrew Edward, *L, a, w, sp*, Chicago. Harvard, Ill., Hs.
 Vander Veen, George, *S, a, w, sp*, Riverdale. Thornton Township Hs.
 Van Dyke, Harry Benjamin, *A, a, w, sp*, Des Moines, Ia. North Des Moines Hs.
 Van Houten, Elizabeth Griffeth, *A, a, w, sp*, Chicago. Calumet Hs.
 Vaughan, Alexander Sandord, *S, a, w, sp*, Oak Park. Oak Park Hs.
 Veasey, George Julian, *S, a, w, sp*, Chicago. Brookline, Mass., Hs.
 Veasey, Sumner Guiwits, *L, a, w, sp*, Chicago. Brookline, Mass., Hs.
 Veblen, Elling Haldor, *S, a, w*, Minneapolis, Minn. U. of Iowa.
 Viezens, Harry Leo, *S, a, w, sp*, Chicago. Parker Hs.
 Vinton, Anne Pierce, *L, a, w, sp*, Chicago. Waller Hs.
 Vogel, Olga Hildegard, *L, s, a, w*, San Antonio, Tex. San Antonio Hs.
 Wachter, Herbert John, *L, a, w, sp*, Chicago. St. James Hs.
 Wagner, Louise Dorothy, *S, a, w, sp*, Chicago. Bryn Mawr C.
 Wagner, Percy Evan, *L, a*, Chicago. U. of Illinois.
 Wait, James Lindsay, *L, a, w, sp*, Chicago. Englewood Hs.
 Wakefield, Howard, *S, a, w, sp*, Chicago. Wendell Phillips Hs.
 Walker, William Gordon, *S, s, a, w*, Riceville, Ia. Iowa State C.
 Walkington, Doris Marian, *L, a, w, sp*, Ringwood. Elgin A.
 Wallace, Lew Eldred, *L, a*, Shelbyville. Shelbyville Hs.
 Wallen, Judith Ingeborg Carlevea, *L, s, a, w*, Chicago. Englewood Hs.
 Walsh, Stuart P., *L, w, sp*, Joliet. Joliet Township Hs.
 Walter, Laura, *S, a, w, sp*, Chicago. Wendell Phillips Hs.
 Walter, Robert Henry Keamer, *L, a, w, sp*, Chicago. Lake Hs.
 Walter, Will Hamilton, *S, a, w, sp*, Evanston. Evanston A.
 Walther, Eva Luella, *L, a*, De Soto, Mo. Missouri State Normal S.
 Ward, Lyle Winifred, *S, a, w, sp*, Greenup. Greenup Hs.
 Waterston, Elizabeth, *L, s*, Austin, Tex. U. of Texas.
 Webb, Arthur Louis, *L, w*, Chicago. Stevens Point, Wis., Normal S.
 Webster, Hester Evelyn, *L, s*, Chicago. Wendell Phillips Hs.
 Weers, Lealand Henry, *L, a*, Peoria. Peoria Hs.
 Wegener, Julia Alma, *L, a, w, sp*, Augusta, Ky. Miami U.
 Weil, Beatrice Henrietta, *L, a, w, sp*, Chicago. Smith C.
 Weinberg, Abraham Joseph, *S, a, w, sp*, Chicago. Tuley Hs.
 Weinberg, Benjamin, *S, a*, Chicago. Lewis Inst.
 Weinberg, Harry Nathaniel, *L, a, w, sp*, Chicago. Tuley Hs.
 Weiner, Otto Francis, *L, a, w, sp*, Chicago. Lane Technical Hs.
 Weisbrod, Bessie Dina, *L, w*, Chicago. Medill Hs.
 Weisl, Edwin Louis, *L, s, a, w, sp*, Chicago. Medill Hs.
 Weisman, Sidney Maurice, *S, a, w, sp*, Louisville, Ky. Du Pont Manual Training Hs., Louisville.
 Weiss, Lillian Harriet, *L, a, w, sp*, Omaha, Neb. Ward-Belmont C., Nashville, Tenn.

- Weiss, Morton Benjamin, *L, a, w, sp*, Chicago. McKinley Hs.
 Weiss, Terry, *L, a, w, sp*, Chicago. Englewood Hs.
 Wells, Lucy Buchner, *L, a, w*, Clarksville, Mo. Louisiana, Mo., Hs.
 Wells, Samuel Webster, *S, s*, Wausau, Wis. Beaver Dam Hs.
 Welsh, Gerald Eugene, *L, a, w, sp*, Chicago. McKinley Hs.
 Wendrich, Carl Frederick, *L, a, w*, Chicago. Bowen Hs.
 Wenner, Miriam Louise, *S, a, w, sp*, Chicago. Calumet Hs.
 Wescott, Virgil, *S, a*, Chicago. U. of Illinois.
 Westberg, Emily Charlotte, *S, s*, Chicago. North Division Hs.
 Wetmore, Orville Chase, *L, sp*, Chicago. Culver Military A.
 Wheeler, Anna Eugenie, *L, s*, Chicago. Calumet Hs.
 Wheeler, LeRoy Coe, *L, a, w, sp*, Sterling. Lake Forest A.
 Whitaker, Roxana Laetitia, *A, s*, Bell Buckle, Tenn. Webb's Preparatory S.
 White, Dorothy Jane, *L, a, w, sp*, Chicago. Capen S., Northampton, Mass.
 White, Raymond Moran, *L, a*, Chicago. University Hs.
 Wickett, Dorothy Frances, *L, a*, Chicago. Kemper Hall, Kenosha, Wis.
 Wiedemann, David, Jr., *L, a, w, sp*, Harvey. U. of Illinois.
 Wien, Max Samuel, *S, a, w, sp*, Chicago. McKinley Hs.
 Wiesinger, Ruth A., *S, s; a, w*, Aurora. East Aurora Hs.
 Wigeland, Andrew Ellsworth, *L, a, w, sp*, Chicago. Lane Technical Hs.
 Wigeland, George Norman, *L, sp*, Chicago. Lane Technical Hs.
 Wiley, William Emmett, *L, a*, Marion, Ind. Culver Military A.
 Willd, John Arthur, *S, w, sp*, Hoffman, Minn. University Hs.
 Willett, Robert Leslie, *L, a, w, sp*, Chicago. University Hs.
 Williams, Eugene Ford, *L, a, sp*, Chicago. University Hs.
 Williams, Frances Edwina, *L, a, w, sp*, Delavan, Wis. Delavan Hs.
 Williams, Roy Walter, *L, a*, Chicago. Hyde Park Hs.
 Wilson, Anna Grace, *L, s*, Ottumwa, Ia. Ottumwa Hs.
 Wilson, Benjamin Shaw, *S, a, w, sp*, Chicago. University Hs.
 Wilson, Dorothy White, *L, a*, Chicago. Steván S. for Girls.
 Wilson, Raymond, *S, a, w, sp*, Chicago. Quincy Hs.
 Wilson, Theodora, *L, a, w, sp*, Chicago. University Hs.
 Windrow, Stellan Sven, *L, a, w, sp*, Chicago. Lane Technical Hs.
 Winefield, Dorothy E., *L, a, w*, Chicago. Wendell Phillips Hs.
 Winter, Edward Thomas, *S, a, w, sp*, Fond du Lac, Wis. Fond du Lac Hs.
 Winternitz, Louise Cathryn, *L, a, w, sp*, Chicago. Lake View Hs.
 Witcraft, Forest Emerson, *A, a, w, sp*, LaCrosse, Wis. LaCrosse Hs.
 Witmer, David Clark, *L, a, w, sp*, Mount Joy, Lancaster Co., Pa. State Normal S., Millersville, Pa.
 Wittenauer, Martin Matthew, *S, a, w*, Chicago. Ambia, Ind., Hs.
 Wolf, Bessie Irene, *L, a*, Chicago. Anamosa, Ia., Hs.
 Wolf, Elizabeth Pauline, *S, a, w, sp*, Indianapolis, Ind. Butler U.
 Wolford, Frances Josephine, *L, a*, Chicago. Hyde Park Hs.
 Woodhouse, Lulu May, *L, s*, Sharon Springs, Kan. C. of Sisters of Bethany.
 Woodruff, Madelyn, *L, a, w*, Chicago. Hyde Park Hs.
 Woods, Madeline Loretto, *L, a, w, sp*, Joliet. Joliet Township Hs.
 Woods, Mary Florence, *L, a, w, sp*, Chicago. Mattoon Hs.
 Wright, Donald McCloud, *A, sp*, Huntsville, Ohio. Miami U.

Yao, Yu Tai, *S, w*, Kiangsi, China. U. of California.
Young, Elmer Frank, *S, a, w, sp*, Wausau, Wis. Carroll C.
Yu, Wen Tsan, *L, s, a, w, sp*, Canton, China. Tsing Hua C.
Zachari, Elizabeth Dorothea, *S, s*, Louisville, Ky. Louisville Normal S.
Zander, Jason, *S, a*, Chicago. Englewood Hs.
Zarobaky, Henry James, *S, a, w, sp*, Chicago. McKinley Hs.
Zax, Solomon Lionel, *L, a, w, sp*, Chicago. Medill Hs.
Zimmerman, Ethel West, *L, a*, Chicago. Lewis Inst.
Zoline, Ortin Burns, *L, a, w, sp*, Chicago. University Hs.

MEN—728

WOMEN—575

TOTAL—1,303

THE UNCLASSIFIED STUDENTS

- Adams, Kate Jane, *s*, Chicago. Church Training and Deaconess House, Philadelphia, Pa.
- Adler, Helen Anna, *s*, Chicago. Notre Dame C.
- Albertsworth, Edwin Franklin, *s*, Washington, D.C. Washington Foreign Missionary Sm.
- Alexander, Carlotta, *s*, Washington, Ga. Agnes Scott Inst.
- Allen, E. Alta, *s*, Miami, Ariz. U. of Washington.
- Allen, Mary Katharine, *s*, Frankfort, Ind. Indiana State Normal S.
- Allen, Newton Clarence, *s*, Brush Creek, Tenn. Carson and Newman C.
- Allison, Raymond Burton, *w*, Iowa Falls, Ia. Ellsworth C.
- Althen, Charlotte May, *s*, Mount Vernon, S.D. Northern Normal and Industrial S., Aberdeen.
- Andrews, Andrew Gregory Hadji, *s*, *a*, *w*, *sp*, Rhodes, Turkey in Asia. Central Y.M.C.A., Mobile, Ala.
- Andrews, Ellis Erastus, *sp*, East Detroit, Mich. U. of Michigan.
- Antrim, Elizabeth Della, *s*, Royal Center, Ind. Winona U.
- Appleby, Erma Myrtle, *s*, Independence, Kan. Grinnell C.
- Appleby, Una, *s*, Independence, Kan. Columbia C. of Expression.
- Appleton, Kathryne, *s*, Lexington, Ky. Hamilton C.
- Arnold, Emmett Lee, *s*, Kansas City, Mo. Drury C.
- Arnold, Merton O., *s*, Palmer, Neb. U. of Nebraska.
- Arnold, Walter Hermann, *a*, Württemberg, Germany. Schorndorf S., Württemberg.
- Aronson, Joseph David, *s*, Brooklyn, N.Y. Euclid Preparatory S.
- Ashton, Theresa Mildred, *w*, Seattle, Wash. U. of Washington.
- Atherton, Paull Mortimer, *w*, Anderson, Ind. Anderson Hs.
- Atkinson, Thomas Prater, *s*, Montgomery, Ala. U. of Georgia.
- Aust, Richard Frederick, *s*, Medford, Mass. English Hs., Providence, R.I.
- Babcock, Laura Ella, *a*, Edgemere, Long Island, N.Y. Oberlin C.
- Bachmann, Ethel Allen, *w*, Chicago. U. of Kansas.
- Bailey, Emily D., *s*, Tecumseh, Mich. Ridgeway, Mich., Hs.
- Bailey, Emily Virginia, *s*, Chicago. State Normal S., Milwaukee.
- Balibough, Oral Bevol, *s*, *sp*, Holbrook, Neb. U. of Nebraska.
- Balloch, Grace Frantz, *s*, Petrolia, Tex. First Pennsylvania State Normal S.
- Bannick, Christian John, *s*, Evanston. Northwestern U.
- Barnes, Ethel Lucile, *s*, Denver, Colo. Colorado Woman's C.
- Barnes, Helen Louise, *s*, Ottumwa, Ia. Ottumwa Hs.
- Barnett, Eura Gertrude, *s*, Gallatin, Tenn. Howard C.
- Barr, Ethel Alice, *s*, Rockwell City, Ia. Iowa State Teachers C.
- Barr, Lula Abernethy, *s*, Edmond, Okla. Mississippi Normal C.
- Barrett, Anna E., *s*, Rowley, Ia. Iowa State Teachers C.
- Barrs, Newcomb, *s*, Gainesville, Fla. U. of Florida.
- Bartlett, Lila May, *s*, Cedar Hill, Tenn. Vanderbilt U.
- Bass, William Woodford, *s*, El Dorado, Kan. State Normal S., Pittsburgh.

Bates, Hazel Inez, *s*, Indianapolis, Ind. Indianapolis Training S.
Beck, Kathleen Sue, *s*, Los Angeles, Cal. U. of California.
Benitez, Eulogio, *s*, Manila, P.I. U. of Phillippines.
Bergman, Henry Dale, *s*, Ames, Ia. Iowa State C.
Bergum, Arne John, *s*, Moose Lake, Minn. Central Hs., Duluth.
Berry, Beulah Estelle, *s*, LaGrange, Ky. Fairmount Hs., LaGrange, Ill.
Berry, Karl Russell, *s*, Vancouver, B.C. McGill U.
Bevan, Winifred Layton, *s*, Logansport, Ind. Logansport Hs.
Bingham, Clara Virginia, *s*, Lima, Ohio. Morgan Park, Ill., A.
Birdsall, Don Pettit, *s*, Green Bay, Wis. State Normal S., Oshkosh.
Black, James Bailey, *s*, Blue Mountain, Miss. University Hs.
Blackford, Pearl, *s*, Ottumwa, Ia. Iowa State Teachers C.
Blake, Elmira Lucretia, *s*, Burlington, Ia. Monmouth C.
Blake, Elveretta Strickland, *s*, Lagrange, Me. Simmons C.
Blasingame, Bertha, *a*, Augusta, Ga. Georgia Normal C.
Blomberg, Albert Emanuel, *a*, Chicago, Illinois Wesleyan U.
Bobbitt, Sarah Annis, *s*, *a*, *w*, Chicago. State Normal S., Los Angeles, Cal.
Boles, Flora Alice, *a*, *w*, Fort Smith, Ark. Columbia U.
Bomar, Margaret Hannen, *s*, Owensboro, Ky. Elizabeth C., Charlotte, N.C.
Bonfield, Susan Agnes, *s*, Chicago. St. Xavier A.
Boone, Ernest Oscar, Jr., *s*, Columbia, Mo. Lincoln Inst., Jefferson City.
Borchert, Alice May, *s*, Vicksburg, Miss. U. of Mississippi.
Borger, Georgia, *s*, Tampa, Fla. Florida Normal Inst.
Braginton, Elizabeth G., *s*, *a*, *w*, *sp*, Indianapolis, Ind. Notre Dame Convent.
Brandes, Louise Henrietta, *a*, *w*, Moscow Mills, Mo. State Normal S., Kirksville.
Braswell, Emma Annie, *s*, Dallas, Tex. Dallas Hs.
Breckenridge, Elizabeth Green, *s*, Louisville, Ky. Columbia U.
Brent, Susie Arena, *s*, Quincy. Western Illinois State Normal S., Macomb.
Brinton, Lee Verne, *s*, Clay City, Ind. Indiana State Normal S.
Bristol, Lettie Estella, *s*, Opdyke. Normal U., Normal, Ill.
Brous, Gaitha Purl, *s*, Granbury, Tex. Texas Christian U.
Brown, Beatrice Heheumann, *a*, *w*, Chicago. Wadleigh, N.Y., Hs.
Brown, Cecile Rovida, *s*, Long Island, Kan. Phillipsburg, Kan., Hs.
Brown, Charles L., *s*, Delia, Kan. North Texas State Normal S.
Brown, Frank Thomas, *s*, Knoxville, Ark. Hendrix C.
Brown, James Greenleaf, *s*, Tucson, Ariz. Ferris Inst., Big Rapids, Mich.
Brown, Thomas Rush, *s*, Stamps, Ark. Arkansas C.
Buck, Mary Louise, *s*, Clinton, Ky. Howard C., Gallatin, Tenn.
Bundy, Ida Burke, *a*, Chicago. Normal Training Department, Mechanics Inst.,
Rochester, N.Y.
Burke, Mildred Mary, *w*, *sp*, Chicago. Western Reserve U.
Burnam, Lenore Manita, *s*, Linton, Ind. Indiana State Normal S.
Burns, Norene Ellen, *s*, Sanborn, Ia. Iowa State Teachers C.
Burroughs, William Henry, *s*, Advance, Ind. Lebanon, Ind., Hs.
Bussey, Homer Lafayette, *s*, Hillsboro, Ohio. Wilmington C.
Buswell, Guy Thomas, *a*, York, Neb. York C.
Butler, Eugene Bogue, *s*, Economy, Ind. Earlham C.
Byers, Alfred Sanford, *s*, Seelyville, Ind. Indiana State Normal S.

- Byrne, Herman DeWitt, *s*, Georgetown, Ind. Indiana State Normal S.
 Cadden, Lillian Isabelle, *s*, Logansport, Ind. Terre Haute Hs.
 Caldwell, James Allen, *s*, Minerva, Ky. Western Kentucky State Normal S.
 Caldwell, Jessie Maude, *s*, Chillicothe. Gregg Business C.
 Caldwell, Lyda Robertson, *s*, a, *w*, *sp*, Jackson, Tenn. Memphis Conference Female Inst.
 Campbell, Anna Euphema, *s*, Covington, Ky. State U. of Kentucky.
 Campbell, Christine, *s*, Marquette, Mich. Marquette Hs.
 Campbell, James Reid, Jr., *s*, Tuskegee, Ala. Tuskegee Hs.
 Campbell, Nina, *s*, Cambalong, Bombala, Australia. Private Study.
 Carey, Joseph P., *s*, a, Mount Pleasant, Mich. U. of Wisconsin.
 Carey, Thomas Sheridan, *s*, a, *w*, *sp*, Los Angeles, Cal. Leland Stanford Junior U.
 Carkener, Anna, *s*, Chicago. Kansas City Hs.
 Carpenter, E. D., *s*, Memphis, Tenn. Bowling Green, Ky., Business C.
 Carr, Antoinette Cox, *s*, Chicago. Delaware, Ohio, Hs.
 Carroll, Godwin Trezwant, *s*, Tulsa, Okla. Little Rock Hs.
 Carroll, William Emmett, *s*, a, *w*, Cedar Rapids, Ia. Drake U.
 Carson, William Pierce, *a*, *w*, Ridge Spring, S.C. Furman U.
 Carter, Irene Lucretia, *a*, *w*, *sp*, Chicago. Keokuk, Ia., Hs.
 Cartwright, Ethel Alice, *s*, Collierville, Tenn. West Tennessee State Normal S.
 Carver, Dora E., *s*, LaCrosse, Wis. Indiana State Normal S.
 Castle, Eleanore Mariea, *s*, Chicago. Koreshan Unity U.
 Castle, Mary Shirk, *w*, Chicago. Shepardson C.
 Cecil, Eugene Randolph, *w*, *sp*, Chicago. C. of Medicine, U. of Illinois.
 Celeen, Ida Olive, *s*, Sioux City, Ia. Iowa State Teachers C.
 Chai, Chun-Liu, *s*, Tientsin, China. U. of Wisconsin.
 Chamberlin, Klee Arthur, *a*, Tonica. Northwestern U.
 Chandler, Ruby Hamilton, *a*, Chicago. Miss Wheeler's S., Providence, R.I.
 Chandler, Virginia Grigsby, *a*, *sp*, Chicago. Miss Wheeler's S., Providence, R.I.
 Chapin, Anna Rebecca, *a*, *w*, Chicago. Cook County Normal S.
 Chapman, Howard Alonzo, *w*, *sp*, Chicago. Missouri S. of Mines.
 Cherry, Mabel Dickson, *s*, Philadelphia, Pa. U. of Pennsylvania.
 Choe, Shu, *s*, Talifu, China. Southwestern C., Winfield, Kan.
 Christian, William Judson, *s*, Denison, Tex. U. of Texas.
 Christman, Clarence Huntley, *s*, Baton Rouge, La. Louisiana State U.
 Christopherson, Edmund D., *a*, *w*, *sp*, Racine, Wis. Beloit C.
 Christy, Edith Elizabeth, *s*, Maryville, Mo. Missouri Wesleyan C.
 Chung, Hsin Hsuan, *s*, Urbana. U. of Illinois.
 Clark, Florence Isabel, *a*, *w*, Chicago. Soper S. of Oratory.
 Clark, John Francis James, *s*, Charleston, W. Va. Ohio U.
 Clark, Louise, *s*, Belding, Mich. Michigan State Normal S.
 Clarkson, Edith, *s*, Memphis, Mo. State Normal S., Kirksville.
 Clift, Hazel Almeda, *s*, Henry. Bradley Polytechnic Inst.
 Clowes, Francis John, *w*, *sp*, Chicago. Inst. of Chartered Accountants of Ontario.
 Cobb, Berta, *s*, Corsicana, Tex. Peabody C.
 Cobb, Horace R., *s*, Chicago. Valparaiso U.
 Combs, Bert Lester, *s*, Farmersburg, Ind. Wabash C.
 Comfort, Eunice Nicholas, *s*, Chicago. Kansas City U.

Connelly, Vernie Ethel, *a*, Chicago. Edgar Springs, Mo., Country S.
Conrath, Anna L., *s*, Lima, Ohio. Cook County Normal S.
Cook, Benjamin Franklyn, *s*, Compton. Beloit C.
Cooke, Alice Woodhull, *w*, *sp*, Tokyo, Japan. State Normal S., San Jose, Cal.
Cornish, Stephen, *s*, Canton, Mo. Christian U.
Cory, Grace A., *s*, San Antonio, Tex. Lake Erie C.
Cory, John, *s*, Rolling Prairie, Ind. U. of Heidelberg.
Coulter, Della Richards, *s*, Columbia, S.C. U. of South Carolina.
Cox, William Montgomery, *s*, Okolona, Miss. State U. of Kentucky.
Cribbs, George Arthur, *s*, Grove City, Pa. Grove City C.
Cribbs, James Elias, *s*, Grove City, Pa. Grove City C.
Crum, Dorothy Irene, *s*, Springfield. Mattoon Hs.
Cummings, Mabel Louise, *s*, Normal. Tufts C.
Dangerfield, Maudestine Moultrie, *s*, Orangeburg, S.C. Clafin U.
D'Autremont, Gertrude Cecilia, *s*, Monticello, Ia. Iowa State Teachers C.
Davenport, Ella, *s*, Pearsall, Tex. Columbia U.
Davies, Genevieve, *a*, *w*, Chicago. Englewood Hs.
Davis, Carl DeWitt, *s*, Milan, Kan. Friends U.
Davis, Elizabeth, *s*, Fulton, Ky. Kentucky State Normal S.
Davis, Loyal Edward, *s*, Galesburg. Knox C.
Davis, Olive Louise, *s*, Fenton, Mich. U. of Michigan.
Dawson, Floy, *s*, Oklahoma City, Okla. Columbia U.
Decker, Charles Ernest, *s*, Aurora. Aurora C.
Dennis, Mary Ellen, *s*, *a*, Chicago. Waller Hs.
Dignum, Jennie Margaret, *s*, Chicago. Stevens Point, Wis., Hs.
Ditmanson, Frederick, *s*, Webster, S.D. Augsburg C.
Doerschuk, Estelle, *s*, Terre Haute, Ind. Indiana State Normal S.
Doktorosky, Maurice, *s*, Chicago. U. of Illinois.
Domingo, Bartolome Cruz, *a*, *w*, Camiling, Tarlac, P.I. Valparaiso U.
Dotterer, John Ezra, *s*, Parkville, Mo. U. of Kansas.
Dougherty, Edith, *s*, Litchfield. State Normal S., Marion, Ind.
Doyle, Mary E., *a*, *w*, Grand Rapids, Mich. Grand Rapids Hs.
Dummeier, Edwin F., *s*, Leesville, La. Louisiana State U.
Durfee, Jane Walker, *a*, *sp*, Chicago. Kemper Hall, Kenosha, Wis.
Eaton, Lou Ethel, *s*, Taylorsville, Miss. Mississippi Industrial Inst. and C.
Echer, Enrique Eduardo, *a*, Chicago. Agricultural C. of Holland.
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Engle, Wanda Fern, *s*, Newton, Ia. Jennings Hs.
English, Leo Victor, *s*, Key West, Fla. Howard U.
Entz, John Alvin, *s*, Coudersport, Pa. Central Pennsylvania C., New Berlin, Pa.
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Eustace, Annie Emily, *s*, Dixon. Ripon C.
Fang, Sze Voo, *s*, Tali, China. Southwestern C., Winfield, Kan.

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Harrison, Emily Stewart, *w*, Atlanta, Ga. Georgia State Normal S.
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Holmes, David Porter, *s*, Okolona, Ark. U. of Arkansas.
Holmes, Evalena Hamilton, *a*, Chicago. Waukegan Hs.

- Holmes, Margaret Kantz, *s*, Chicago. U. of Arkansas.
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 Horton, Bernard Benjamin, *s*, Lipton, Ind. Valparaiso U.
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 Hueni, Bertha Lecetta, *s*, Forest. Fairbury, Ill., Hs.
 Huff, Myrtle Evangeline, *s*, Elgin. Aurora Hs.
 Huffaker, Mary, *s*, Edmund, Okla. Ohio U.
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 Johnsen, Russell Campbell, *s*, Boston, Mass. Cheshire Hs.
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 Johnson, Everett Wallace, *s*, Columbia, Mo. U. of Missouri.
 Johnson, Helen Gertrude, *s*, Chicago. Wellesley C.
 Johnson, Maude Evangeline, *s*, Rockford. Rockford Hs.
 Johnson, Milda, *s*, Redfield, Ia. Teachers Training S., Moline.
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 Jones, Etta Mae, *s*, Inverness, Miss. Grenada C.
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 Jones, Mary Meade, *s*, Fayette, Mo. Howard-Payne C.
 Jones, Mattie Louise, *s*, Tyler, Tex. Nashville, Tenn., C. for Teachers.
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 Joseph, Walter William, *s*, Cleveland, Ohio. Western Reserve U.
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 Kane, Annie Marie, *s*, Chicago. DePaul U.
 Katzin, Rachil, *sp*, Chicago. Kief U.

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 Kerr, Marion Belnap, *s*, Salt Lake City, Utah. U. of Utah.
 Killam, Edith Louise, *s*, Albany, Mo. Northwest Missouri C.
 Killeen, James Michael, Jr., *s*, Hanover, N.H. Worcester A.
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 Kirkland, Mineola, *s*, Washington, D.C. George Washington U.
 Kirkpatrick, Lee, *s*, Pleasureville, Ky. U. of Wisconsin.
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 Large, Aaron Buford, *s*, East St. Louis. McKendree C.
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 Leitner, Leila Jones, *s*, Atlanta, Ga. Andrew Female C.
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 Leppard, Henry Milton, *s*, Ottawa, Can. U. of Toronto.
 Lerando, Leo Zelenka, *s, sp*, Prague, Bohemia. U. of Prague.
 Lester, James William, *s*, Gary, Ind. Kendallville Hs.
 Levin, Eli, *s*, Indiana Harbor, Ind. U. of Illinois.
 Lewis, James Otis, *s*, Owensboro, Ky. State U. of Kentucky.
 Lewis, Sterling Alexander, Jr., *s*, Lone Mountain, Tenn. Valparaiso U.
 Lindholm, Ina Matilda, *s*, Kingman, Kan. Washburn C.
 Lindstrand, Hildur, *w*, Chicago. Hyde Park Hs.
 Liston, Hardy, *s*, Kittrell, N.C. Biddle U.
 Little, Grover Cleveland, *s*, Gadsden, Ala. West Point Military A.
 Littleford, Maude Deidamia, *s*, Dallas, Tex. Dallas Hs.
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 McDow, Everett Earl, *s*, Alton. Shurtleff C.
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 Mays, Mattie J., *s*, Ensley, Ala. Birmingham Summer S.
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Morgan, Pearl, *s*, Lawrence, Kan. U. of Kansas.
Morgenroth, Frank Charles, *s*, Milwaukee, Wis. U. of Illinois.
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 Phelps, Mary, *s*, Kalamazoo, Mich. Olivet C.
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 Ray, Zella Dawson, *s*, Alvin, Tex. Sam Houston Normal Inst.
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 Rector, Voyle Dixon, *s*, Omaha, Neb. Dartmouth C.
 Reed, Louis Barry, *s*, Clarksville, Tex. Clarksville Hs.
 Reeder, William Boyers, *s*, Toledo, Ohio. Oberlin C.
 Reid, Mattye Louise, *s*, Louisville, Ky. Southern Normal S.
 Remmer, Virginia Hinman, *a*, Chicago. Hyde Park Hs.
 Ren, Sy Dak, *s*, Yunnaufu, China. Southwestern C., Winfield, Kan.
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 Riggs, Ora Maude, *s*, Elmhurst. Pontiac, Ill., Hs.
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 Robertson, Anna Knobel, *a*, Chicago. Lewis Inst.
 Robertson, Byrdie Maud, *s*, Bardwell, Tex. Baylor Female C.

Robinson, John Edwin, *a*, Fort Worth, Tex. Austin C.
Robinson, Richard R., *s*, LaCrosse, Ind. Lebanon U.
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Rohan, Benjamin John, *s*, Oconto, Wis. Lawrence C.
Rolston, Lydia Jane, *s*, Boone, Ia. Cornell C.
Ross, Alberta Katharyne, *s*, Slater, Mo. State Normal S., Warrensburg.
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Siegler, Eugene Alfred, *s*, Philadelphia, Pa. Pennsylvania State C.
Simmons, Jessie Josephine, *s*, Carthage. Illinois State Normal S.
Simonsen, Lillian, *s*, Davenport, Ia. Normal Teachers Training S., Davenport.
Simpson, Elsie Naomi, *s*, Chicago. Chicago Teachers C.
Slater, Mary White, *s*, Trenton, Ohio. Cincinnati Normal S.
Sloan, Harriet, *s*, Los Angeles, Cal. U. of Missouri.
Smith, Frances Lowe, *s*, Benson, Mich. Olivet C.
Smith, Harriet Francis, *s*, Huntsville, Tex. Sam Houston Normal Inst.
Smith, Hartwell Conway, *s*, Greer, S.C. Furman U.
Smith, Ida Kate, *s*, Meridian Miss. Mississippi Industrial Inst. and C.
Smith, Jessie Euphemia, *s*, Lake City, Mich. Eastern Illinois State Normal S.
Smith, Luther Taylor, *s*, Chicago. DePaul U.
Smith, Marryatt, *s*, Ballinger, Tex. St. Mary's C.
Smith, Maude, *s*, Meridian, Miss. Mississippi State C. for Women.
Solle, Will Herbert, *s*, Chicago. Carroll C.
Sonnenschein, Robert, *w*, Chicago. Rush Medical C.
Sonntag, August, *s*, Helena, Ark. Teachers C., Büren, Germany.
South, Frank Lee, *s*, Dunkard, Pa. Correspondence Work, U. of Chicago.
Spencer, Paul Richard, *s*, River Falls, Wis. State Normal S., River Falls.
Spurgin, William Herbert, *s*, Bloomington. Illinois Wesleyan U.
Stafford, Alice Mary, *s*, Birmingham, Ala. State Normal S., Birmingham.

- Stanley, John Wistor, *s*, Emporia, Kan. Friends U.
 Stanley, Sara O., *s*, Sanford, Fla. Tallahassee, Hs.
 Staples, Harry, *s*, Claremont, Colo. Pomona C.
 Stearns, Bertha Monica, *s*, New Castle, Pa. Harvard U.
 Steele, Herd Cleveland, *s*, Clinton, Miss. Mississippi C.
 Steer, Fred Leroy, *s*, Kewanee. Brown Business C., Galesburg, Ill.
 Stein, Fannie, *a*, *w*, *sp*, Chicago. German and English A.
 Stein, Josephine Harris, *a*, Chicago. National Park Sm.
 Stephens, Blanche, *s*, Water Valley, Miss. Water Valley Hs.
 Stephens, Elizabeth, *s*, *a*, Springfield, Mo. Springfield Normal S.
 Stephens, Laura Gertrude, *s*, Chicago. Englewood Hs.
 Stephenson, Winchell Ray, *s*, Paoli, Ind. Purdue U.
 Sterba, William Arthur, *s*, Newton, Kan. Kansas State Normal S.
 Stern, Toba Edith, *s*, San Antonio, Tex. C. and A. of the Incarnate Word.
 Stevenson, Harriet May, *s*, Sycamore. State Normal S., DeKalb.
 Stevenson, John Blake, *s*, Stronghurst. Cornell C.
 Stewart, Frank Wiley, *a*, Chicago. Oberlin C.
 Stolz, Spencer Gordon, *s*, Hobart, Ind. Valparaiso U.
 Stone, Alice, *s*, San Antonio, Tex. Denton, Tex., Hs.
 Stone, Anna Amelia Lotter, *s*, St. Louis, Mo. State Normal S., Kirksville, Mo.
 Stone, Ella Ernestine, *s*, San Antonio, Tex. San Antonio Hs.
 Stone, Ethel Evangeline, *s*, West Bend, Ind. Morningside C.
 Stone, William Bradley, *s*, Commerce, Tex. East Texas Normal C.
 Storey, Vernon Madeline, *s*, Red Cloud, Neb. U. of Nebraska.
 Stouffer, Nellie Antoinette, *s*, Beaver Dam, Wis. Canton, Ill., Hs.
 Strom, Russell Rex, *sp*, Hector, Minn. U. of Nebraska.
 Stumpf, Alta Eleanor, *s*, Kansas City, Mo. State Normal S., Warrensburg.
 Sullivan, Noreen Marie, *s*, Chicago. U. of Illinois.
 Swift, Richard H, *a*, *w*, *sp*, Chicago. Columbia U.
 Syverson, Bion Claude, *s*, Chicago. C. of Physicians and Surgeons, Chicago.
 Taft, Thurlow Tibetta, *s*, Humbolt, Ia. State U. of Iowa.
 Talmage, Nell Olga, *sp*, Chicago. St. Ignatius A.
 Tang, Sung, *s*, Changsha, China. U. of Michigan.
 Tapp, Ralph Charles, *s*, Dallas, Tex. DePauw U.
 Tapper, Bonno, *s*, *w*, *sp*, Essen Ruhr, Germany. Iowa State C.
 Taylor, Agnes Inez, *a*, *w*, Hearne, Tex. Baylor Female C.
 Teeter, Lillian Belle, *s*, Carbondale. Southern Illinois State Normal S.
 Terrell, Anna Mary, *s*, New Iberia, La. Louisiana State Normal S.
 Theilgaard, May Petrea, *s*, Chicago. Lake View Hs.
 Thiell, James Edward, *s*, Fond du Lac, Wis. C. of Physicians and Surgeons,
 Baltimore.
 Thomae, Bertha, *s*, *a*, Fayette, Miss. Mississippi Industrial Inst. and C.
 Thomae, Ernestine, *s*, Fayette, Miss. Mississippi Industrial Inst. and C.
 Thompson, Jasper Ward, *s*, Nevada, Ia. Iowa State Teachers C.
 Thompson, Laura Jane, *s*, Greeley, Colo. Colorado Teachers C.
 Thompson, Mary Althea, *s*, St. Louis, Mo. St. Louis Normal S.
 Thompson, Walter Lee, *s*, Los Angeles, Cal. Phillips Bible Inst.
 Thomson, James Ellus, *a*, Forth Worth, Tex. Texas Christian U.

- Thornton, Annie Garner, *s*, Edmond, Okla. Galloway C.
Thurston, Clara Belle, *s*, Washington Court House, Ohio. Washington Court House Ha.
Toney, Willie Mae, *s*, Pine Bluff, Ark. Randolph-Macon C.
Trachsel, Louis Samuel, *s*, LaFayette, Ind. Purdue U.
Trout, Amy Naomi, *s*, Lanark. Mount Morris C.
Trumble, Anna Caroline, *s*, Decatur. Albion C.
Tseo, Pang Yuen, *s*, Nanchang, China. U. of Michigan.
Tucker, Ernest Roseboro, *s*, Lyndon, Ky. The Citadel, Charleston, S.C.
Turner, Robert Lincoln, *s*, Palmer, Tex. U. of Texas.
Turngren, Amanda Helen, *s*, Chicago. Chicago Normal S.
Turpean, Louise Angella, *s*, Baltimore, Md. U. of New Orleans.
Valentine, Vey J., *s*, White, S.D. South Dakota State C.
Van Cleve, Nellie Jane, *s*, Washington, Pa. Washington Sm.
Van de Erve, Henrietta, *s*, Wauwatosa, Wis. Rush Medical C.
van der Leek, Pieter, *s*, Chicago. Amsterdam Hs.
Van Hook, Martha, *a*, Chicago. Bettie Stuart Inst.
Van Hoose, Almeda Scorse, *s*, St. Joseph, La. Louisiana State Normal S.
Van Kirk, James Albert, *s*, West Newton, Pa. Northwestern U.
Viehe, Jessie Catherine, *s*, Memphis, Tenn. Memphis Hs.
Villiger, Benedict Burkard, *s*, Conception, Mo. Creighton U.
Wahl, Marie Adelheid Heise, *a*, Chicago. Hamburg Teachers C.
Wakeley, Mabel Clare, *s*, Chicago. Macomb Hs.
Walker, Charles Hamilton, *s*, Texarkana, Ark. Arkansas Baptist C.
Walker, Sallie Lou, *s*, Camp Hill, Ala. Central C., Conway, Ark.
Waller, John Le Roy, *s*, Durant, Okla. U. of Texas.
Wallis, Grace Tyler, *sp*, Chicago. Columbus Ohio Normal S.
Walsh, Gertrude Margaret, *s*, Springfield. Teachers Training S., Springfield.
Walston, Kathouise, *s*, New Decatur, Ala. Athens C.
Ware, Julian Vivian, *a, w*, Chicago. U. of Wisconsin.
Warner, Mary Lily, *s*, Prosperity, S.C. Columbia Female C.
Warren, Harriet Alice, *s*, Burlington Ia. State Normal S., Burlington.
Washburn, Mabel, *s*, Atkinson, Me. Hyannis Normal S.
Wayland, Thomas Alfred, *s*, Oak Park. U. of Illinois.
Webb, Annie, *s*, Louisville, Ky. Agnes Scott C.
Webb, Robert Alexander, *s*, Louisville, Ky. Johns Hopkins Medical S.
Weinberg, Benjamin, *w*, Chicago. Lewis Inst.
Weinstein, Dora, *s*, Burlington, Ia. State Normal S., Burlington.
Weir, Justine Marguerite, *s*, Maywood. Washington Normal S., Detroit, Mich.
Welborn, Mattie Roberts, *s*, Ellisville, Miss. Mississippi Industrial Inst. and C.
Welch, James William, *s*, Henderson Ky. West Kentucky C.
Werther, Caroline Maud, *s*, Ashton, Kan. Kansas State Normal S.
West, Iris Lenore, *s*, Dallas, Tex. U. of Texas.
Wester, Lillian Frona, *s*, San Antonio, Tex. Forest Park U.
Wheeler, Sarah Prince, *s*, Americus, Ga. Americus C.
White, Alice E., *s*, Chicago.
White, Mollie Grace, *s*, Anabel, Mo. Christian U.
White, Selma, *sp*, Clinton, La. Silliman Collegiate Inst., Clinton.

Whitehead, Ray Brooks, *a, w, sp*, Mount Pleasant, Mich. Central State Normal S.

Whitney, Elizabeth, *s*, Lakewood, Ohio. Central Ohio Ha.

Wilkins, Leland Justice, *s*, Blanket, Tex. Trinity C.

Williams, Peter Fairley, *s*, Sunrise, Miss. Mississippi C.

Willis, William Thomas, *w, sp*, Galesburg. Knox C.

Wilson, Carrie Hitchcock, *s*, Chicago. Dearborn Sm.

Wilson, Judd Warrell, *s*, Milwaukee, Wis. Columbia C. of Expression.

Wilson, Lillian May, *s, a, w, sp*, Chicago. U. of Nebraska.

Wilson, Phebe Alice, *s*, Chicago. Berlitz S.

Wise, Claude Merton, *s*, Kirksville, Mo. Washington U.

Wold, Ragna Elnon, *s*, Sioux City, Ia. Morningside C.

Wong, San Yiu, *a, w, sp*, Canton, China. Valparaiso U.

Wong, Yuk, *s*, Kwong Tung, China. Armour Inst.

Woodruff, Helen Jennie, *a*, Chicago. Washington C., Washington, D.C.

Worcester, John Locke, *s*, Brigham, Ala. U. of Cincinnati.

Wren, Edith Gwyn, *s*, Abingdon, Va. Martha Washington C.

Wylie, Georgiana Elnora, *s*, Chicago. Geneva C., Beaver Falls, Pa.

Yao, Yu Tai, *a*, Kiangsi, China. U. of California.

Yen, Kia-Lok, *s*, Hoikow, Island of Hainan, China. Cornell U.

Yessayan, Vahan Hodji, *s*, Chicago. Moody Inst.

Young, Ethel Butler, *sp*, Chicago. Mueller S. of Business, Cincinnati, Ohio.

Zeigler, Gertrude Mae, *sp*, Chicago. Dubuque, Ia., Ha.

Zimmerman, Kate, *sp*, Zendena, Kan. U. of California.

Zukerman, William, *a, w*, Chicago. Northwestern U.

MEN—282

WOMEN—392

TOTAL—674

UNIVERSITY COLLEGE

GRADUATE STUDENTS

- Ackermann, Lillian Beatrice, *a, w*, Hubbard Woods. Ph.B. '13. Geology.
- Allison, Archibald Merrill, *a, w*, Sioux City, Ia. A.B. (Bucknell U.) '01. Mathematics.
- Andersen, Dorothea Helen, *a, w, sp*, Chicago. Ph.B. '14. German.
- Ashly, Winifred Mayer, *a, w*, Chicago. S.B. '03. Education.
- Aten, Stella Wolcott, *a, w, sp*, Hiawatha, Kan. A.B. (U. of Kan.) '01; A.M. (*ibid.*) '08. Italian.
- Atwood, Jane Kellogg, *a*, Chicago. Ed.B. '05. Geography.
- Austin, Charles Moses, *a, w*, Waynesville, Ohio. A.B. (Ohio Wesleyan U.) '03. Education.
- Austin, Mary Glenn, *w, sp*, Leesburg, Va. A.B. '14. Mathematics.
- Baird, Grace Jean, *w*, Urbana. A.B. (U. of Illinois) '06. Natural Science.
- Barnes, Mabel Bonnell, *a, w*, Greencastle, Ind. Ph.B. (DePauw U.) '03. Psychology.
- Bassett, Helena Marie, *a, w, sp*, Chicago. A.B. '06. History.
- Beasley, Edna Gertrude, *a, w, sp*, Abilene, Tex. A.B. (Simmons C.) '14. Education.
- Beaton, Eleanor Jessie, *a, w, sp*, Chicago. A.B. (Northwestern U.) '07. History.
- Bednar, Christine, *a, w*, Lincoln, Neb. A.B. (U. of Nebraska) '95; S.M. '10. Geography.
- Beifeld, Lillian Rosalie, *a, w, sp*, Chicago. Ph.B. '10. German.
- Bell, Marie, *a*, Fremont, Neb. Ph.B. (U. of Wooster) '11. French.
- Bell, Virginia Cordelia, *a, w*, Monroe City, Mo. B.S. (U. of Missouri) '01. Geography.
- Belscamper, Aimine Mabel, *a, w*, Chicago. A.B. (Lawrence C.) '09. Sociology.
- Bengtson, Caroline, Fort Collins, Colo. A.B. (U. of Nebraska) '03; Ph.M. '10. Education.
- Benson, Clarissa White, *sp*, LaGrange. A.B. (Wellesley C.) '94. English.
- Bleecker, Vera, *a, w*, Oak Park. A.B. (Lawrence C.) '10. Geography.
- Bobbitt, Arthur Garfield, *sp*, Oak Park. A.B. (Indiana U.) '06. Education.
- Bonnem, Sadie Victoria, *a, w, sp*, Chicago. Ph.B. '13. German.
- Bray, Gladys Marion, *w*, Oak Park. A.B. '04. History.
- Briggs, Alice Bonner, *a, w, sp*, Chicago. Ph.B. '05. Geography.
- Brooks, Willard Leroy, *a, w, sp*, Wichita, Kan. Ph.B. '08; J.D. '10. Public Speaking.
- Bryne, Mary Loretta, *w, sp*, Chicago. Ph.B. '14. History.
- Buck, Amelia Apollonia, *sp*, Norton, Va. Ph.B. '12. English.
- Cabell, Elvira Daniel, *a*, Norwood, Va. Ph.B. '02. Philosophy.
- Carroll, Faith, *a, w, sp*, Chicago. Ph.B. '12. History.
- Cassell, George Frederick, *sp*, Chicago. A.B. '08. Education.
- Chandler, Turner Cleveland, *sp*, Tuscaloosa, Ala. A.B. (Georgetown C.) '10; A.M. '15. History.
- Christiansen, Johanna Mathea, *w*, Chicago. A.B. (U. of Illinois) '06. English.

- Church, Anna, *a, w, sp*, Nebraska City, Neb. A.B. (U. of Nebraska) 1900. History.
- Clark, John Virgil, *sp*, Morris, Okla. Ph.B. in Ed. '14. Education.
- Claussen, Claus H., *a, w*, Chicago. Ph.B., '15. History.
- Coleman, Elizabeth Sarah Dolby, *w*, Chicago. A.B. (Northwestern U.) '06. Geography.
- Corbett, Zella Catherine, *a, w*, Mount Carroll. Ph.B. '12. Political Economy.
- Craigmile, Esther Ann, *a, w, sp*, Hinsdale. Ph.B. '99. Natural Science.
- Crofts, Thomas Jefferson, *a, w*, Chicago. A.B. (Valparaiso U.) '03; A.B. (Wheaton C.) '13.
- Cunniff, May Agnes, *w*, Chicago. Ph.B. '08. Geography.
- Curry, Jasper Warren, *sp*, Whiteland, Ind. Ph.B. in Ed. '15. Education.
- Curtis, Caroline, *sp*, Adrian, Mich. A.B. (Mount Holyoke C.) '06. English.
- Daniels, Pearl Margaret, *a*, Joliet. Ph.B. '11. Philosophy.
- DeHoff, Leon, *a, w*, Monroe, La. A.B. (Franklin and Marshall C.) '05. Mathematics.
- Deming, Janie Polk, *w*, Shelbyville, Ind. S.B. '10. Natural Science.
- Denslow, Raymond Albert, *w*, Berwyn. A.B. (U. of Wisconsin) '11. Natural Science.
- Dillon, Augustus Reynolds, *a, w*, Chicago. A.B. '13. History.
- Doerfer, Louise Charlotte, *sp*, Canton, Ohio. Ph.B. '03. German.
- Dopp, Mary, *w*, Oconomowoc, Wis. S.B. (U. of Wisconsin) '99; S.M. '10. History.
- Duffey, Frances Rose, *w*, Rockford. A.B. (Rockford C.) '09. English.
- Dunn, Elizabeth, *w*, Chicago. Ph.B. '03. Sociology.
- Duane, Marie Aloysia, *a, w*, Chicago. Ph.B. '12. English.
- Edmonds, Nora, *a, w*, Carrollton, Mo. Ph.B. '10. Sociology.
- Emrick, Mortimer Elihu, *a, w*, Chicago. S.B. '14. Italian.
- Epstein, Lena, *a, sp*, Hancock, Mich. Ph.B. '06. German.
- Fischer, Augustua Radcliffe, *sp*, Chicago. Ph.B. '05. Spanish.
- Fleming, Rose, *w*, Austin. A.B. (U. of Illinois) '05. Natural Science.
- Foberg, John Albert, *a, w*, Chicago. S.B. (U. of Illinois) '99. Mathematics.
- Frake, Emily Allen, *sp*, Chicago. Ph.B. '09; Ed.B. '09. Manual Training.
- Frazeur, Annie Laurie Renshaw, *w, sp*, Chicago. A.B. '01; A.M. '08. Italian.
- Friedman, Rose Gertrude, *a, w*, Chicago. A.B. (State U. of Iowa) '11. Education.
- Gaffney, James Thomas, *w, sp*, Chicago. Ph.B. in Ed. '11. Education.
- Garlick, Sayrs Athelstan, *a, w, sp*, Chicago. S.B. '13. Geography.
- Garrette, Ralph David, *sp*, Chicago. Ph.B. (U. of Wooster) '10. Psychology.
- Garrison, Herman, *a, w*, Chicago. A.B. '92. Mathematics.
- Gavin, Mary Angelica, *a, w*, Chicago. Ph.B. '06. Sociology.
- Gehan, Eleanor, *sp*, Chicago. Ph.B. '14. History.
- Good, Violette Amy, *w*, Chicago. S.B. (Northwestern U.) '09. History.
- Gorsline, William Wood, *a, w*, Peoria. S.B. '07. Mathematics.
- Haff, Josephine Emma, *a, w*, Oak Park. A.B. (Northwestern U.) '05. English.
- Hagerty, Mary Louise, *a, w, sp*, Chicago. A.B. (Vassar C.) '04. History.
- Hale, Vera Helen, *sp*, Chicago. A.B. '09. Natural Science.
- Hall, Florence Slocum, *sp*, Chicago. A.B. (U. of Michigan) '99. Education.

- Hampsher, Annette Gladys, *w*, Chicago. Ph.B. '12. English.
- Hand, Chester Cylver, *a, w*, Argos, Ind. Ph.B. '13. Geography.
- Hawthorne, Warren Coleman, *w*, Franklin Grove. S.B. (Northern Indiana Normal S.) '89; A.B. (U. of North Dakota) '95; S.M. '99. Mathematics.
- Hayward, Alice, *a, w, sp*, Chicago. Ph.B. '14. History.
- Helmershansen, Maude Minnie Adella, *a, w, sp*, Chicago. A.M. (Dixon C.) '07; Ph.B. '14. English.
- Hennessey, Enid, *a, w*, Chicago. S.B. (Northwestern U.) '08; S.M. (*ibid.*) '09. Botany.
- Hepner, Walter Ray, *sp*, Covina, Cal. A.B. (U. of Southern California) '13. Education.
- Hermann, Edgar Paul, *a, w*, Chicago. A.B. (U. of Illinois) '13. English.
- Hoefler, Leo Anthony, *a, w, sp*, St. Peter, Minn. A.B. (Gustavus Adolphus C.) '11. English.
- Holt, Marx Ernest, *a, w*, DeKalb. S.B. '11. Mathematics.
- Horner, Harry Louis, *a, w*, Upland, Ind. A.B. (Indiana U.) '06; A.B. (*ibid.*) '09. Mathematics.
- Hosok, Charles Joseph, *w, sp*, Des Plaines. A.B. (U. of Missouri) '13. Natural Science.
- Hudd, Nellie Catherine, *a, w*, Chicago. Ph.B. '15. English.
- Huff, L. Grace, *a, sp*, Rome, N.Y. A.B. (Syracuse U.) '02. Education.
- Humphrey, Pauline Annette, *w*, Humphreys, Mo. Ph.B. in Ed. '15. Education.
- Inman, Adelaide Victoria, *a, w*, Highland Park. A.B. (U. of Michigan) '10. Public Speaking.
- Jackson, Nell Elsie Louise, *w*, Chicago. S.B. '04. Natural Science.
- Jamieson, Minnie Mars Arnold, *a, w, sp*, Chicago. Ph.B. '09. French.
- Jaynes, Ethel, *a*, Chicago. A.B. '04. Mathematics.
- Jeffrey, Robert Gordon, *a*, Chicago. Ph.B. '02. Philosophy.
- Jordan, Orvis Fairlee, *a*, Rockford. A.B. (Eureka C.) '99; D.B. '12. Philosophy.
- Jurow, Sam, *a, w*, Chicago. S.B. (Valparaiso U.) '10. Education.
- Karmsen, Zelma, *a, w, sp*, Chicago. Ph.B. in Ed. '12. English.
- Keating, Frances Parnell, *sp*, Chicago. A.B. '11. Italian.
- Keefe, A. Louise, *a, w, sp*, Chicago. A.B. (Knox C.) '05. French.
- Kelley, Isabelle, *a, w*, Chicago. Ph.B. in Ed. '08. English.
- Kelly, Catherine Mary, *a*, Chicago. Ph.B. '05. English.
- Klages, Anna Louise, *a, w, sp*, Chicago. Ph.B. '12. German.
- Koehne, Leona Elizabeth, *a, w*, Chicago. S.B. '11. Geography.
- Kracke, Ella Wilhelmina, *sp*, Chicago. S.B. (Northwestern U.) '10. Natural Science.
- Laird, Helen Djeuchar, *w*, Ashtabula Harbor, Ohio. A.B. (Oberlin C.) '10. English.
- Landon, Clare, *a, w*, Chicago. A.B. (Northwestern U.) '13. German.
- Lathrop, Harry, *a*, Sumner. Ed.B. (Illinois State Normal U.) '14. Geography.
- Layman, Archibald Edmund, *w*, Congress Park. A.M. (Miami U.) '98; A.M. (*ibid.*) 1900. Sociology.
- Livingston, Alfred, *w, sp*, Lockport. S.B. in Ed. '13. Education.
- Livingston, Mary Buchanan, *a, w, sp*, Chicago. Ph.B. in Ed. '13. History.

- Lovell, Kathryn Annette, *sp.*, London, Ohio. Ph.B. '09; Ed. B. '09. English.
- Lowenthal, Ethel Rose, *a, w*, Chicago. Ph.B. '09; Ed. B. '09. English.
- McAllister, Jennie Roxa, *a, w*, Chicago. A.B. (Monmouth C.) '94; A.M. '09. History.
- McCracken, Francis Joseph, *a*, Chicago. LL.B. (Northwestern U.) '08; Ph.B. '12. Mathematics.
- McDaniel, Asa, *a*, Zanesville, Ohio. LL.B. (Hiram C.) 1900. Philosophy.
- McGillen, Elisabeth Agnes, *a, w*, Chicago. Ph.B. '13. English.
- Mackin, Eugenie, *a, w*, Chicago. A.B. (U. of Nebraska) 1900; A.M. (*ibid.*) '01. History.
- McKittrick, Finley Douglas, *sp*, Geneva. A.B. (Ewing C.) '10. Psychology.
- MacLean, John, *sp*, Chicago. A.B. (U. of Toronto) '02. Public Speaking.
- Maine, Helen Caldwell, *a, w*, Chicago. S.B. '13. Geography.
- Marm, Anna, *a, w*, Lindsborg, Kan. A.B. (Bethany C.) '09. Political Economy.
- Martineau, Eugene Bird, *a*, Marinette, Wis. Ph.B. '13. Public Speaking.
- Matheny, Martha Belle, *a, w, sp*, Colfax. S.B. (Wesleyan U.) '95; A.M. '00. Italian.
- Mayo, Frank, *a, w, sp*, Chicago. Ph.B. in Ed. '15. Public Speaking.
- Meyer, Anjuline Orillia, *a, w, sp*, Evanston. Ph.B. (Northwestern U.) '04. Geography.
- Michod, Elsie Milner, *a, w*, Morgan Park. Ph.B. '09; A.M. '15. Sociology.
- Miller, Arthur Clair, *w, sp*, Chicago. A.B. (Wabash C.) '11. Botany.
- Miller, Orion Melvin, *a, w*, Rochester, Ind. A.B. (Indiana U.) '04. Mathematics.
- Moore, Mary Eleanor, *w*, Chicago. Ph.B. (Northwestern U.) '85; Ph.M. (*ibid.*) '90; Ed. B. '08. Natural Science.
- Moore, Minnie Eleanor, *a, w*, Chicago. Ph.B. '08. Mathematics.
- Mosher, Margaret May, *sp*, Chicago. A.B. '07. English.
- Murphy, Rose Anne, *a, w*, Chicago. Ph.B. '14. English.
- Murray, Josephine Harriet, *a*, Chicago. S.B. '14. Geology.
- Nichelson, Arthur Manford, *w*, Stockett, Mont. Ph.B. '12; A.M. '14. History.
- Nichols, Josephine Edna, *a, w*, Chicago. Ph.B. '12. Geography.
- Novotny, Joseph Jaroslav, *w*, Chicago. Ph.B. in Ed. '14. English.
- O'Hair, Claire, *sp*, Laporte, Ind. A.B. (U. of Illinois) '08. German.
- Oldfather, George W., *a*, Winnetka. S.B. (Abingdon C.) '73. Mathematics.
- Ottosen, Elsie Thompson, *sp*, Chicago. Ph.B. '14. Education.
- Pierce, Thirza May, *a, w, sp*, Oak Park. A.B. (U. of Illinois) '11. Psychology.
- Porter, Josephine Leslie, *a, w*, Chicago. A.B. (Rockford C.) '13. Geography.
- Prentiss, Lois Ella, *a*, Chicago. Ph.B. '03. German.
- Quick, Oscar, *sp*, Chicago. A.B. (Harvard U.) '95; A.M. (*ibid.*) '96. Education.
- Rawcliffe, Frederic, *a, w*, Cicero. A.B. (Williams C.) '99. Education.
- Reid, Janet Dickey, *a, w, sp*, Chicago. B.L. (Oberlin C.) '86. Public Speaking.
- Richardson, Mary Meyleet, *a, w*, Evanston. A.B. (Vassar C.) '96. History.
- Riley, Mary Agnes, *a, w*, Chicago. Ph.B. '11; A.M. '14. Geology.
- Riordan, Katharine Agnes, *a, sp*, Chicago. Ph.B. '14. History.
- Roessler, Elise Eugenie, *w, sp*, Chicago. A.B. (Northwestern U.) '07. German.
- Rotchlitz, Lucille, *sp*, Chicago. A.B. '06. Political Economy.

- Routh, Elsie Matilda, *a, w, Chicago*. Ph.B. '14. Education.
- Rusch, Oscar Frederick, *a, w, sp, Chicago*. Ph.B. '14. History.
- Russell, Josephine Sleight, *sp, Chicago*. A.B. (Northwestern U.) '06. French.
- St. George, Ida, *a, w, Brockton, Mass.* A.B. (Boston U.) '97; A.M. (*ibid.*) '07. Sociology.
- Saunders, Marye Olga, *w, Chicago*. Ph.B. '08. Education.
- Scanlan, Marguerite, *w, Chicago*. Ph.B. '07. Spanish.
- Schenk, Otto, *a, w, Chicago*. A.B. (U. of Michigan) '08; S.M. (*ibid.*) '09. German.
- Schrader, Harriet Newell, *a, w, sp, Chicago*. A.B. (Oberlin C.) '98. History.
- Schreiner, Caroline Hafner, *a, w, sp, Chicago*. S.B. (Northwestern U.) '12. German.
- Sec, Helene Marlette, *w, Chicago*. Ed.B. '09; S.B. '07. Natural Science.
- Shea, Walter, *a, w, Chicago*. Ph.B. in Ed. '12. Mathematics.
- Shinn, Harold Brough, *w, Chicago*. A.B. (Northwestern U.) '01; A.M. (*ibid.*) '03. Natural Science.
- Sigmond, Richard O., *w, Chicago*. S.B. (Northwestern U.) '08. History.
- Slakis, Anthony Andrew, *a, Chicago*. LL.B. (Northwestern U.) '95. Public Speaking.
- Sleszynski, Thaddeus Alexander, *a, Chicago*. S.B. (New York C.) '10. Education.
- Smith, Avis, *w, Chicago*. S.B. (Northwestern U.) '00. Education.
- Smith, Bertha Mabel, *a, w, Granville, Ohio*. A.B. (Denison U.) '05. Education.
- Smith, Burke, *w, sp, Chicago*. S.B. (U. of Washington) '99; Ph.D. (Yale U.) '04. Public Speaking.
- Smith, Harvey Douglas, *a, w, Chicago*. Ph.B. (Cornell U.) '96. Geography.
- Smith, Kate Winifred, *a, Springfield, Mass.* A.B. (Mount Holyoke C.) '94. English.
- Smyth, Agnes Alexandria, *w, Chicago*. Ph.B. '05. English.
- Stafford, Francesca Beatrice Colby, *w, Chicago*. A.B. '04. Sociology.
- Stevens, Alice Mertz, *sp, Burnetts Creek, Ind.* A.B. (Indiana U.) '96; Ph.B. '10; A.M. '12. English.
- Stevens, Madge Arthur, *a, w, Chicago*. A.B. (Cornell U.) '05. Geography.
- Stillman, Charles Brockway, *a, sp, Wilmette*. A.B. (Albion C.) '05. Education.
- Stock, Annie Katherine, *a, Chicago*. S.B. '08. Education.
- Sullivan, Genevieve, *a, w, sp, Chicago*. Ph.B. '05; Ed.B. '05; History.
- Swan, Mary Frances, *a, Chicago*. Ph.B. '09; Ed.B. '09. French.
- Sykes, Marion, *a, w, sp, Chicago*. A.B. (Wellesley C.) '95. Geography.
- Tolman, Julia Ruth, *w, Chicago*. A.B. (U. of Michigan) '88. Education.
- Towles, Caroline Montgomery, *a, w, Chicago*. S.B. (LaGrange C.) '76; Ph.B. '07. Education.
- Vincent, Bertha Idell, *sp, Chicago*. A.B. (U. of Michigan) '99. Spanish.
- Wallgren, Axel Samuel, *w, Chicago*. A.B. '09. English.
- Wangeman, Ella Louise, *a, w, sp, Chicago*. Ph.B. '07. Public Speaking.
- Weber, George Fred, *w, South Bend, Ind.* Ph.B. in Ed. '13. Education.
- Welch, Sue Emmeline, *w, sp, Chicago*. A.B. '06. Sociology.
- Weldon, Helen May, *w, sp, Chicago*. Ph.B. '05. Sociology.
- Workmeister, Marie Katherine, *a, w, Evanston*. S.B. '99. Astronomy.
- Wetzler, Adelaide, *a, w, Chicago*. Ph.B., Ed.B. '09. German.

- Whitten, Charles William, *a, w, sp*, DeKalb. A.B. (U. of Illinois) '06. Sociology.
- Wiggs, John Custer, *a, w, sp*, Chicago. L.B. (Ohio Wesleyan U.) Education.
- Willard, Chauncey Cloud, *a, w*, Chicago. Ph.B. (Drake U.) '03. Mathematics.
- Willard, Mary Frances, *sp*, Chicago. A.B. (Smith C.) '90. Education.
- Williams, George Byron, *a, w, sp*, Harvey. S.B. (Denison U.) '11. Education.
- Wilson, Alice May, *a, w, sp*, Indiana, Pa. A.B. '05. Education.
- Wilson, Eugene Alonzo, *a*, Berwyn. A.B. (Mount Hope C.) '98; A.M. (*ibid.*) '99. Public Speaking.
- Wines, Augusta Larson, *a*, Chicago. S.B. '14. Public Speaking.
- Winn, Walter Garnett, *a*, Chicago. A.B. (Bethany C.) '06. Philosophy.
- Winalow, Charles Spaulding, *a, w, sp*, Evanston. A.B. (Northwestern U.) '98; A.M. (*ibid.*) '99. Geography.
- Wonnell, Kent W., *w*, Chicago. S.B. (Ohio State U.) '08. Public Speaking.
- Zika, Bert Robert, *a, w*, Chicago. S.B. (Carleton C.) '10. Mathematics.
- Zmrhal, Jaroslav Joseph, *a, w*, Chicago. Ph.B. '05. Education.
- Zurawski, Frances Catherine, *a, w, sp*, Chicago. S.B. '04. History.

MEN—71

WOMEN—132

TOTAL—203

SENIOR COLLEGE STUDENTS

- Abrams, William Antony, *a, w, sp*, Chicago. Chicago Normal S.
- Anderson, Lizzie Magdaline, *a*, Chicago. Chicago Normal S.
- Angus, Helen Baxter, *a, w*, Chicago. Wendell Phillips Hs.
- Barker, Agnes Julia, *w, sp*, Chicago. Chicago Normal S.
- Barton, Alice Elizabeth, *sp*, Kankakee. Normal School, Toronto, Can.
- Bell, Margaret, *a, w, sp*, Chicago. University Hs.
- Benham, Elisabeth Deuel, *sp*, Traverse City, Mich. Mount Pleasant Normal S.
- Berlizheimer, Celia, *a, w, sp*, Chicago. Chicago Normal S.
- Bicknell, Florence Emily, *a, w*, Jericho, Vt. Burlington Hs.
- Billig, Florence Grace, *sp*, Rockford. Northern Illinois State Normal S.
- Blish, Elizabeth Mary, *a, w, sp*, Chicago. St. Xavier A.
- Bohlen, Augusta Henrietta, *a, w, sp*, Chicago. Chicago Normal S.
- Bollman, Betty, *a, w, sp*, Palatine. Northern Illinois State Normal S., DeKalb.
- Bonfield, Edna Mae, *a, w, sp*, Chicago. Chicago Teachers C.
- Braheny, Frances Laurretta, *a, w*, Chicago. Chicago Teachers C.
- Brand, Etta L., *a, w, sp*, Chicago. Chicago Normal S.
- Brandon, Della, *a*, Gary, Ind. Teachers College of Indianapolis.
- Brant, Mary Kathryn, *a, w, sp*, Chicago. Northern Illinois State Normal S., DeKalb.
- Brittenham, Sarah Jane, *a, w*, Chicago. Central Institute of Chicago.
- Broderick, Fannie Elizabeth, *a, w*, Chicago. Chicago Normal S.
- Brown, Florence Elizabeth, *a, w, sp*, Chicago. Chicago Normal S.
- Burke, Lillie Agnes, *w, sp*, Chicago. Chicago Normal S.
- Burroughs, Jennie, *sp*, Normal. Illinois State Normal U.
- Buzzard, Robert Guy, *a, w, sp*, Sumner. Illinois State Normal U.

- Cadieus, Josephine Louise, *a, w*, Chicago. Chicago Normal S.
Calkins, Janet Rosalind, *a, w, sp*, Chicago. Wendell Phillips Hs.
Carey, Annabel, *a*, Chicago. Wendell Phillips Hs.
Carey, Joseph P., *sp*, Mount Pleasant, Mich. U. of Wisconsin.
Carlin, Philip James, *a, w, sp*, Chicago. St. Ignatius C.
Colby, Rose Lillian, *a, w, sp*, Chicago. Notre Dame C.
Collins, Hazel Marie, *a, w*, Pullman. Chicago Normal S.
Connery, Catherine, *a, w, sp*, Chicago. Chicago Normal S.
Cowan, Eva Stuart, *a, w*, Normal. Illinois State Normal U.
Cowdery, Corene, *sp*, Chicago. Northwestern U.
Croake, Frances, *a, w, sp*, Chicago. Lewis Inst.
Cronin, Anna Laconia, *a, w*, Chicago. Chicago Normal S.
Cunningham, Theresa Marie, *w*, Chicago. Chicago Teachers C.
Dickey, Isabella Helen, *w*, Chicago. Wendell Phillips Hs.
Dunning, Flora Crego, *a, w*, Chicago. Chicago Normal S.
Edwards, Gladys Mary, *a, w, sp*, Chicago. West Division Hs.
Fallon, Minnie Elisabeth, *a, w, sp*, Chicago. South Division Hs.
Fallon, Nellie Lee, *a, w, sp*, Chicago. St. Mary's A., Joliet.
Fassett, Eunice Louise, *w, sp*, Chicago. Englewood Hs.
Favor, Myrtle Adaline, *a, w*, Chicago. Illinois State Normal U.
Feeney, Margaret M., *a, w*, Chicago. Chicago Normal S.
Fetter, Hannah, *a, w, sp*, Chicago. Cook County Normal S.
Fitts, Magene, *sp*, Chicago. Lewis Inst.
Fluke, Autha Lucretia, *w, sp*, Chicago. North Division Hs.
Flynn, Ella Mary Cornelia, *w*, Chicago. Waller Hs.
Fogelson, Ida, *a, w, sp*, Chicago. Chicago Normal S.
Franklin, Mathilde Rose, *a, w, sp*, Chicago. Chicago Normal S.
Furrow, Grace Ola, *a, w, sp*, Hood River, Ore. Chicago Teachers C.
Gahan, Alta Bertha, *sp*, Williamsport, Pa. Central State Normal S. (Pa.)
Garlick, Elsie May, *w, sp*, Chicago. Lombard C.
Giffey, Bertha, *a, w, sp*, Oak Park. Chicago Normal S.
Gilpatrick, Mabel Ethel, *a, w, sp*, Chicago. Northern Illinois State Normal S.,
DeKalb.
Gordon, Joseph Robert, *a, w*, Chicago. Medill Hs.
Greenwald, Matilda Isabella, *a, w*, Chicago. Chicago Normal S.
Griffith, Alsy Leasurean, *w*, Dundee. Oberlin Kindergarten Training S.
Hallinan, Marie Anna, *a, w, sp*, Chicago. Chicago Teachers C.
Hamilton, Francis Willard, *a, w*, Gardner. Beloit C.
Hanna, Bessie Jean, *w*, Oak Park. Lewis Inst.
Hanson, Helen Matilda, *a, w, sp*, Chicago. Chicago Normal S.
Harrison, Mary Ella, *a, w*, Chicago. Wendell Phillips Hs.
Hayde, Sister Mary Loyola, *a, w, sp*, Chicago. Wendell Phillips Hs.
Hegner, Ida Elisabeth, *a, w*, Chicago. Milwaukee Normal S.
Helmershausen, Henry Warren Frederick, *a, w*, Chicago. Northern Illinois
State Normal S., DeKalb.
Henry, Mary Teresa, *a, w, sp*, Chicago. Chicago Teachers C.
Hill, Amy, *sp*, Chicago. Chicago Normal S.
Hinrichs, Marie Agnes, *a, w*, Chicago. Chicago Normal S.

- Hintz, Anna Marie, *a, w*, Chicago. Chicago Normal S.
Hoffman, Florence, *a, w*, Chicago. Chicago Normal S.
Holmes, Caroline, *a, w*, Augusta. State Normal S., Macomb.
Homan, Blossom Louise, *w, sp*, Chicago. Chicago Teachers C.
Horan, Blanche, *a, w, sp*, Chicago. Chicago Normal S.
Huber, Crescenta, *a, w, sp*, Chicago. Northern Illinois State Normal S., DeKalb.
Hughes, Elizabeth Frances, *a, w*, Chicago. St. Vincent Hs.
Ingham, Alice, *a, w, sp*, Cicero. U. of Illinois.
Irwin, Alice Mae, *w, sp*, Chicago. Northern Illinois State Normal S., DeKalb.
Jacobs, Nellie Marie, *w, sp*, Malta. Northern Illinois State Normal S., DeKalb.
Jeffrey, Florence Beebe, *a, w, sp*, Chicago. South Division Hs.
Kearns, Julia Helen, *a, w, sp*, Chicago. Chicago Normal S.
Kern, Josephine Marie, *w*, Chicago. University Hs.
Kimball, Alice Mary, *a, w, sp*, Chicago. Chicago Teachers C.
Kolb, Katherine Carter, *a, w*, Chicago. Chicago Normal S.
Lane, Sadie Matilda, *a*, Chicago. Illinois Wesleyan U.
Lang, Charles Edward, *a, w*, Chicago. Chicago Normal S.
Letzkuss, Elizabeth Barbara, *a, w, sp*, Chicago. DePaul U.
Loucks, Mabel Ray, *a, w, sp*, Chicago. Chicago Normal S.
Lynch, Susanne, *a, w, sp*, Chicago. Ottumwa, Ia., Hs.
McBride, James Laurence, *a, w, sp*, Chicago. Chicago Teachers C.
McCoy, Pearl, *a, w, sp*, Chicago. John Marshall Hs.
McGrath, James Frank, *sp*, Chicago. Hyde Park Hs.
McInerny, Katharine Anne, *sp*, Chicago. South Division Hs.
McMeen, Josephine Elizabeth, *a, w*, Chicago. Chicago Normal S.
Maddock, Frances Margaret, *a, w, sp*, Oak Park. Chicago Normal S.
Magee, Katharine Margaret, *a, w, sp*, Chicago. Chicago Normal S.
Malott, Ivy May, *sp*, Bedford, Ind. Indiana State Normal S.
Mann, Tahletha Medora, *a, w, sp*, Evanston. Beardstown Hs.
Manning, Mary, *a, w*, Chicago. Chicago Normal S.
Messelheiser, Harriet, *a, w, sp*, Chicago. Le Mars, Ia., Hs.
Meyer, Magdalene, *a, w*, Chicago. State Normal C., Ypsilanti, Mich.
Moll, Alexandrina Cecelia, *a, w, sp*, Chicago. Chicago Normal S.
Morse, Phoebe, *w, sp*, Chicago. Illinois State Normal S.
Murray, Mary, *w, sp*, Chicago. State Normal S., Oshkosh, Wis.
Nelson, Nellie Christine, *a, w, sp*, Chicago. Chicago Normal S.
Nicely, Ida May, *a, w, sp*, Chicago. Chicago Normal S.
Nichols, Lillian, *a, w, sp*, Chicago. Lewis Inst.
Niederman, Malvina Dorothy, *a, w*, Chicago. U. of Wisconsin.
Nolan, Nellie Angela, *a, w, sp*, Chicago. Chicago Normal S.
Norton, Catherine Louise, *w, sp*, Chicago. Fargo Congregational C.
Norton, Margaret Isabel, *a, w*, Chicago. Michigan State Normal S., Ypsilanti.
O'Connell, Margaret Mary, *a, w*, Chicago. Chicago Teachers C.
Olkon, David Mortimer, *a, w, sp*, Chicago. U. of Illinois.
Ostrowsky, Anna Israelson, *sp*, Chicago. Chicago Normal S.
Page, William John, *a, w*, Chicago. Chicago Normal S.
Papenbrook, Helen Verona, *a, w, sp*, Chicago. Chicago Normal S.

Perry, Esther Rozema, *a, w, sp*, Chicago. Wilmington, Ill., Hs.
 Plumb, Mary Korta, *a, w, sp*, Chicago. Chicago Normal S.
 Pollock, May Etta, *a, w, sp*, Peoria. Illinois State Normal S.
 Reichman, Elfrieda, *a, w*, Chicago. Chicago Normal S.
 Reynolds, Mary Etta, *a, w, sp*, Chicago. State Normal S., Angola, Ind.
 Rice, Besse Eugenia, *a, w, sp*, Fulton, Ky. Fulton Hs.
 Richardson, Ethel May, *a, w, sp*, Chicago. Chicago Normal S.
 Riggs, Ora Maude, *a, w, sp*, Elmhurst. Pontiac Township Hs.
 Roberts, Eda Isabel, *a, w, sp*, Chicago. Kansas State Normal S.
 Riley, Anna, *w*, Chicago. Mount St. Joseph C.
 Rogers, Jessica Milrae, *a, w, sp*, Chicago. Chicago Normal S.
 Rohrer, Marie Agnes, *a, w, sp*, Chicago. Chicago Normal S.
 Ross, Sarah Frances, *w*, Chicago. Emma Willard S. (Troy, N.Y.)
 Ryan, Cornelia Veronica, *a, w, sp*, Chicago. Chicago Normal S.
 Schaffner, Unita, *a, w*, Chicago. Chicago Normal S.
 Scheerer, Elsa Carolyn, *a, w, sp*, Chicago. Chicago Normal S.
 Schoepfel, Frederick Otto, *a, w*, South Bend, Ind. Indiana U.
 Schwarzman, Edna Bertha, *a, w*, Chicago. Chicago Normal S.
 Scott, Alice Elizabeth, *a, w, sp*, Chicago. Chicago Normal S.
 Seligman, Samuel, *w*, Chicago. Lewis Inst.
 Shea, Varian Mary, *a, w, sp*, Chicago. Chicago Normal S.
 Sheahan, Mary Elizabeth, *a, w, sp*, Chicago. Lake View Hs.
 Shepherd, Edith Porter, *sp*, Chicago. Chicago Normal S.
 Sheppard, Hulbert, *a*, Chicago. U. of Oklahoma.
 Shine, Joseph Bernard, *a, w, sp*, Chicago. Chicago Teachers C.
 Siebenaler, Lillie Helen, *a, w, sp*, Chicago. North Division Hs.
 Smart, Ruth Marion, Downers Grove. Wendell Phillips Hs.
 Soukup, Mary, *a, w*, Chicago. Chicago Teachers C.
 Spoor, Gertrude Justina, *sp*, Chicago. Northern Illinois State Normal S., DeKalb.
 Stapp, Juanita, *a, w*, Chicago. Hyde Park Hs.
 Stronach, Addie Belle, *w, sp*, Chicago. State Normal S., Oshkosh, Wis.
 Sullivan, Ethel Marie, *a, w, sp*, Chicago. Chicago Normal S.
 Sulser, Harriet, *a, w*, Chicago. Chicago Normal S.
 Taylor, Aravilla Meek, *sp*, Centerville, Ia. Allegheny C.
 Theilgaard, Sophie Annette, *a, w, sp*, Chicago. Northern Illinois State Normal S., DeKalb.
 Wallgren, Walfred Ira, *a, w, sp*, Chicago. Chicago Teachers C.
 Wanless, Rhoda Ellen, *a, w, sp*, Chicago. Illinois State Normal S.
 Wavrinek, Anna J., *a, w*, Chicago. U. of Wisconsin.
 Weinland, Jennie Jeffery, *a, w, sp*, Wilmette. Chicago Normal S.
 White, Ema Christiane, *a, w, sp*, Chicago. Chicago Normal S.
 Wilson, Vern Othel, *sp*, Edmund, Okla. Northwestern State Normal S., Alva, Okla.
 Wincher, Nanon Manchester, *a, w, sp*, Chicago. Chicago Normal S.
 Winner, William Harold, *w, sp*, Wilmington, Del. Wesleyan U.
 Woods, Mary June, *a, w*, Evanston. Western Illinois State Normal S.
 Wrench, Frances Rebman, *sp*, Chicago. State Normal S., Athens, Ga.

MEN—18

WOMEN—144

TOTAL—162

JUNIOR COLLEGE STUDENTS

Algeo, Mary Seeley, *a, sp*, Chicago. Chicago Normal S.
Altpeter, Mabel Gerdena, *a, w*, Chicago. Chicago Normal S.
Anderson, Edith Evangeline, *a, w, sp*, Chicago. Chicago Teachers C.
Anderson, Frances Winifred, *w*, Chicago. Sacred Heart A.
Apfelbaum, Rosa Adelaide, *a*, Chicago. Wendell Phillips Hs.
Babcock, Margaret Frances, *sp*, Chicago. Bowen Hs.
Baird, Catherine Lavinia, *a, w*, Chicago. Collegiate Inst., Canada.
Berglund, Edith, *a, w*, Indiana Harbor, Ind. East Chicago Hs.
Bihler, Walter Carl, *a, w, sp*, Chicago. Hyde Park Hs.
Bjorklund, Anna Eleanor, *a, w, sp*, Chicago. Chicago Normal S.
Bodenschatz, Charlotte Elizabeth, *a, w, sp*, Chicago. Chicago Teachers C.
Born, William Theodore, *a, w, sp*, Oak Park. Chicago Normal S.
Bostrom, Esther Olivia, *a, w*, Chicago. Chicago Normal S.
Bowman, Laura Lesting, *w*, Deadwood, S.D. Deadwood Hs.
Brown, Ida Catherine, *a*, Chicago. State Normal S., Oshkosh, Wis.
Brown, Lori, *w*, Chicago. Chicago Teachers C.
Byford, William Holland, *sp*, Chicago. University Hs.
Campbell, Ella Isabelle, *w, sp*, Chicago. Englewood Hs.
Capps, Gertrude, *sp*, Chicago. John Marshall Hs.
Carmichael, Jean, *a, w*, Chicago. Chicago Teachers C.
Carpenter, D. Agnes, *a, w, sp*, Chicago. State Normal S., Oshkosh, Wis.
Chapman, Grace Elizabeth, *a, w*, Mattoon. Cook County Normal S.
Clarke, Fanny Iselia, *sp*, Chicago. West Division Hs.
Dayton, Irma Ruth, *a, w*, Chicago. Chicago Normal S.
Delaney, Agnes Letitia, *w*, Chicago. Chicago Normal S.
Delaney, Hazel Frances, *a, w, sp*, Chicago. Chicago Teachers C.
Donnelly, Theresa Jane, *a, w, sp*, Chicago. Horicon, Wis., Hs.
Dunbar, Mary Natalie, *w*, Chicago. Hyde Park Hs.
Duncan, Helen Lara, *a, w*, Chicago. Northwestern U.
Durr, Anne Dillon, *a, w*, Evanston. Wallace Hs.
Eastman, Helen Baker, *a, w, sp*, Chicago. West Division Hs.
Edelstein, Jessie, *a, w, sp*, Chicago. Chicago Normal S.
Einstein, David Garfield, *a, w*, Chicago. Wendell Phillips Hs.
Ellings, Abigail Cannon, *a, w*, Chicago. North Division Hs.
Ely, Alice Ferguson, *a, w, sp*, Chicago. Mount Carroll Sm.
Erickson, Ellen, *a, w, sp*, Chicago. Chicago Teachers C.
Eustace, Ruth Margaret, *a, sp*, Chicago. Chicago Teachers C.
Farrell, Edward James, *a, w*, LaGrange. Creston, Ia., Hs.
Ferguson, George Andrew, *w, sp*, Anderson, Ind. Anderson Hs.
Finney, Minora Grace, *a, w*, Chicago. Chicago Teachers C.
Fleming, Anna Wills, *a, w*, Chicago. Valparaiso U.
Flickinger, Lillian Cook, *a, w*, Evanston. Northwestern U.
Fogelson, Lena, *a, w, sp*, Chicago. Chicago Teachers C.
Follett, Patience Childs, *a, w*, Chicago. Schurz Hs.
Foulke, Augusta, *a, w, sp*, Chicago. Chicago Normal S.
Frank, Irene Marie, *a, w, sp*, Chicago. Chicago Normal S.

Gallagher, Veronica Mary, *w*, Blue Island. Chicago Teachers C.
Guertin, Lucille Hall, *sp*, Chicago. Englewood Hs.
Guggenheim, Irene, *a, w*, Chicago. Chicago Teachers C.
Hagboldt, Peter, *a, w, sp*, Chicago. Handels Hochschule, Cologne, Germany.
Hameister, Violet May, *a, w*, Chicago. Buffalo State Normal S.
Hanlon, Mary Ruth, *a, w, sp*, Chicago. Chicago Normal S.
Hardt, Gertrude Josephine, *a, w, sp*, Chicago. Chicago Normal S.
Hartigan, Catherine Mary, *a, w, sp*, Chicago. Chicago Teachers C.
Havens, Margaret Sawyer, *w*, Bellevue, Mich. Olivet C.
Haslett, Isabel, *a, w*, Highland Park. Chicago Normal S.
Healy, Ada Margaret, *a, w*, Chicago. Chicago Normal S.
Hennen, Sarah McGill, *a, w*, Chicago. Illinois State Normal S.
Heuermann, Emma Josephine, *sp*, Chicago. North Division Hs.
Heuermann, Minna Sobransky, *sp*, Chicago. North Division Hs.
Hoerr, Charles Ferdinand, *a, w, sp*, Chicago. Chicago Athenaeum.
Hopkins, Leo Patrick, *a, w*, Loogootee, Ind. Indiana U.
Howe, Mary Clinton, *a, w, sp*, Chicago. Chicago Teachers C.
Jackson, Louis Douglas, *sp*, Iowa City, Iowa. State U. of Iowa.
Jewell, Claire Cecelia Nelson, *a, w, sp*, Chicago. Chicago Teachers C.
Johnson, Stella Mamie, *a, w, sp*, Chicago. South Chicago Hs.
Jones, Lillian F., *a, w, sp*, Chicago. Valparaiso U.
Jones, Mary Letitia, *a, w, sp*, Chicago. Chicago Normal S.
Karpf, Maurice Joseph, *a, w, sp*, Chicago. Valparaiso U.
Kellar, Henriette Rochlitz, *a, w, sp*, Chicago. Chicago Normal S.
Kelly, Anna Marie, *a, w, sp*, Chicago. Lake Hs.
Kelly, Eleanor, *a, w, sp*, Chicago. Englewood Hs.
Kennedy, Bessie Mary, *w*, Chicago. Chicago Teachers C.
Kennedy, Martha, *w*, Cedar Rapids, Ia. Cedar Rapids Hs.
Kevan, Edith Ann, *a*, Atlanta, Ia. Atlanta Hs.
Kneedy, Clara Dorothy, *a, w, sp*, Chicago. Lewis Inst.
Krigbaum, Helen Chloe, *a, w*, Decatur. U. of Illinois.
Larck, Miriam Messner, *a, w, sp*, Chicago. Chicago Teachers C.
Lee, Emma Louise, *a, w, sp*, Chicago. Lewis Inst.
Levin, Mollie, *a, w*, Chicago. Chicago Normal S.
McCasky, Catharine Patterson, *a, w, sp*, Chicago. Lewis Inst.
MacConkey, June Humphrey, *w*, Chicago. Chicago Normal S.
McConnell, Dellena Adeline, *sp*, Indianapolis, Ind. Englewood Hs.
McGuire, Honora Elizabeth, *a, w*, Chicago. Lake Hs.
McLindon, Laurretta Margaret, *a, w, sp*, Chicago. St. Mary's A.
Maddock, Rosa Goodeve, *a, w, sp*, Chicago. Chicago Normal S.
Maher, Sara Marcellene, *a, w*, Chicago. Chicago Normal S.
Main, Helen Brown, *a, w, sp*, Chicago. South Division Hs.
Malloy, Dennis Michael, *a, w, sp*, Chicago. Englewood Hs.
Manson, Jean, *a, w*, Chicago. Cincinnati, Ohio, Hs.
Marshall, Olive, *a, w*, Chicago. U. of Illinois.
Mason, Grace Susan, *a, w*, Chicago. South Division Hs.
Means, Helen Virginia, *a, w*, Chicago. Chicago Normal S.
Moffatt, Mildred Virginia, *w*, Des Moines, Ia. Marshalltown Hs.

- Morgan, Francis Allen, *a, w*, Chicago. Michigan State Normal S., Ypsilanti.
- Morrison, Elizabeth Simpson, *a, w*, Chicago. Calumet Hs.
- Murray, Alice Maria, *a, w*, Detroit, Mich. Michigan State Normal S., Ypsilanti.
- Newell, Florence Marguerite, *a, w, sp*, Congress Park. Chicago Teachers C.
- O'Donnell, Margaret, *a, w, sp*, Chicago. Chicago Normal S.
- O'Donohue, Agnes Marie, *a, w, sp*, Chicago. Chicago Normal S.
- Offenlock, Josephine, *a, w, sp*, Chicago. Chicago Normal S.
- O'Hearn, Daniel Frank, *a*, Chicago. South Division Hs.
- Ost, Axel Ost, *a, w, sp*, Chicago. University Hs.
- O'Sullivan, Teresa, *w, sp*, Chicago. Chicago Teachers C.
- Palmer, Marguerite, *w*, Chicago. Wendell Phillips Hs.
- Pease, Gertrude Elizabeth Stewart, *a, w, sp*, Chicago. Jefferson Hs.
- Penoyer, Bessie B., *w*, Bangor, Mich. Michigan State Normal S.
- Plummer, Lucy Dupuy, *a, w, sp*, Chicago. Crawfordsville, Ind., Hs.
- Pomeroy, Erma Ruth, *w*, Chicago. East Hs., Cleveland, Ohio.
- Poulson, Clara Louise, *a, w*, Chicago. Chicago Normal S.
- Pratt, Effie Louise, *a, w, sp*, Chicago. Valparaiso U.
- Priebs, Fred John, *a, w*, Hammond, Ind. Addison Normal S.
- Quinn, Nellie Marie, *a, w*, Chicago. Chicago Teachers C.
- Randall, Sadie Cecilia, *a, w*, Chicago. University Hs.
- Renaud, Olive, *a, w*, Chicago. Chicago Teachers C.
- Reynick, Margaret Josephine, *w, sp*, Chicago. Chicago Teachers C.
- Riley, Ruth, *a, w, sp*, Lerna, Ill. Eastern Illinois State Normal S.
- Ritter, Elizabeth Mary, *a, w, sp*, Chicago. Chicago Teachers C.
- Ritzma, Peter Benjamin, *a, w, sp*, Chicago. Joliet Hs.
- Roberts, Irwin Levi, *a, w, sp*, Paulding, Ohio. U. of Illinois.
- Robinson, Oscar Ellsworth, *a, w*, Chicago. South Side A.
- Robinson, Ruth Winslow, *a, w*, Chicago. Chicago Normal S.
- Rogers, Frances Genevieve, *sp*, Chicago. Chicago Normal S.
- Rogers, Mary Margaret, *a, w*, Chicago. Chicago Teachers C.
- Root, Sarah Jessie, *a, w, sp*, Chicago. Rochester Hs.
- Rosenbluth, Celia, *a, w, sp*, Chicago. Lewis Inst.
- Rouse, Jessie Laverne, *a, w*, Glasford. Illinois State Normal S.
- Schlueter, Elsie Wilhelmina, *a, w, sp*, Chicago. Chicago Normal S.
- Schmidt, Annetta, *a, w, sp*, Chicago. Chicago Teachers C.
- Scholpp, Clara Emma, *a*, Chicago. Chicago Teachers C.
- Scholz, Clara, *a, w, sp*, Chicago. Chicago Normal S.
- Schoper Catherine, *a, w, sp*, Chicago. Calumet Hs.
- Schroeder, Mary Gutzner, *a, w*, Chicago. West Division Hs.
- Schuyler, Clarissa Hart, *sp*, Clinton, Ia. Clinton Hs.
- Schwartz, Edward Henry, *a*, Chicago. Northwestern U.
- Seaman, Georgia A., *a, w, sp*, Chicago. Elgin, Ill., Hs.
- Shanewise, Anna Barbara, *a, w*, Chicago. Iowa Teachers C.
- Shea, Irene Mabel, *a, w, sp*, Chicago. Chicago Normal S.
- Smith, Eleanor Crellin, *a, w, sp*, Joliet. Chicago Normal S.
- Stimpson, Sarah Augusta, *a, w, sp*, Chicago. Onarga, Ill., Hs.
- Stone, Louise Kuniyunda, *a, w, sp*, Chicago. Peoria Hs.

Stouffer, Claudia Belle, *sp*, Chicago. University Hs.
 Straight, Ruth, *a, w*, Holland, Mich. Dakota Wesleyan U.
 Street, Loretto Margaret, *a, w*, Chicago. Chicago Normal S.
 Sulzer, Angeline Margaret, *a, w, sp*, Chicago. DePaul U.
 Sundstrom, Julia Naomi, *a, w, s*, Chicago Normal S.
 Sylvester, Grace Darling, *a, w*, Chicago. Chicago Teachers C.
 Thompson, Agnes, *w*, Chicago. Chicago Normal S.
 Towle, Edith Mary, *a, w*, Chicago. Muskegon Normal S.
 Trainor, Mame Antoinette, *a, w*, Blackstone. University Hs.
 Twohig, Jane Gertrude, *a, w*, Chicago. West Division Hs.
 Utter, Caroline Jane, *a, w, sp*, Chicago. Grand Haven Hs.
 Van Nice, Anna Blaker, *a, w*, Chicago. Englewood Hs.
 Walldren, Florence Ogretta, *a, w, sp*, Chicago. Chicago Teachers C.
 Walther, Lillie, *a, w*, Chicago. West Division Hs.
 Waterson, Elizabeth, *w, sp*, Austin, Tex. U. of Texas.
 Watson, Genevieve Mary, *a, w, sp*, Chicago. Chicago Normal S.
 Watson, Lee Merton, *a*, Oak Park. Massachusetts Normal Art S.
 Webb, Gertrude Macauley, *a, w, sp*, McGregor, Ia. Thomas Normal Training S.
 Weber, James A., *a, w, sp*, Chicago. Chicago Teachers C.
 Wert, Elizabeth Haughton, *a, w, sp*, Chicago. West Division Hs.
 Westberg, Emily Charlotte, *a, w, sp*, Chicago. North Division Hs.
 Whyman, Clare Amelia, *a, w, sp*, Oak Park. West Aurora Hs.
 Willard, Charles Baird, *a, w*, Chicago. Waller Hs.
 Williams, Flora Eleanor, *a, w*, Salem, Ind.
 Williard, Ralph Joseph, *w*, Chicago. Hyde Park Hs.
 Wilson, Cleopatra Marie, *a, w, sp*, Chicago. West Division Hs.
 Wing, Dorothy May, *w, sp*, Chicago. Wellesley C.
 Wolfrum, Avery Vincent, *a*, Chicago. Lane Technical Hs.
 Wrench, Alice Reed, *a, w, sp*, Chicago. Glynn, Ga., Hs.
 Young, Alice Sarah, *a, w, sp*, Chicago. Chicago Normal S.
 Zillgen, Mary, *a, w, sp*, Hazel Crest. Northern Illinois State Normal S.

MEN—25

WOMEN—147

TOTAL—172

UNCLASSIFIED STUDENTS

Abbe, Mary Matilda, *a, w*, Chicago. Valparaiso U.
 Abbott, Elva Louise, *a, w, sp*, Chicago. West Division Hs.
 Ackley, Grace Leavitt, *a, w*, Chicago. Oberlin C.
 Adams, Kate Jane, *a, w*, Chicago. Topeka, Kan., Hs.
 Agnew, Wilhelmina Sword Wood, *a, w*, Chicago. Jefferson Hs.
 Alexander, Adele, *w*, Chicago. Froebel Kindergarten Training S.
 Allen, Carrie Ellen, *sp*, Chariton, Ia. Northern Missouri State Normal S.
 Allen, Gertrude Margaret, *a, w, sp*, Chicago. Chicago Normal S.
 Andersen, Emily Marie, *a, w*, Chicago. Chicago Teachers C.
 Anderson, Anna Olivia, *sp*, Chicago. Northwestern U.
 Anderson, Mabel Lewis, *sp*, Chicago. Chicago Normal S.
 Andrus, Anne May, *a, w, sp*, Chicago. West Division Hs.

- Angle, Mildred Mary, *s, w*, Chicago. Calumet Hs.
 Appleyard, George Vincent, *a, w, sp*, Glenview. U. of Virginia.
 Armstrong, Sadie Loretto, *w, sp*, Chicago. Chicago Normal S.
 Atwater, Jane S., *w*, Western Springs. Chicago Normal S.
 Austin, Alfred Edwin, *a*, Chicago.
 Avery, Laura, *a, w*, Joliet. Joliet Township Hs.
 Avery, May Powers, *sp*, Chicago. Chicago Normal S.
 Babcock, Ruth Hackaday, *a, w, sp*, Chicago. Chicago Normal S.
 Bachmann, Anna S., *a, w*, Chicago. Eisenach Normal S., Germany.
 Bagby, Robert Bartlett, *sp*, Chicago. Lewis Inst.
 Baker, Nettie Freemont, *a, w, sp*, Chicago. Fond du Lac, Wis., Hs.
 Balczynska, Theodora Hattie, *a, w, sp*, Chicago. Chicago Normal S.
 Baldwin, Frances Ethel, *a, w*, Chicago. Lewis Inst.
 Banks, Sadie Evangeline, *a, w*, Chicago. Chicago Normal S.
 Barker, Elizabeth, *a, w*, Evanston. Northwestern U.
 Barr, Agnes Paterson, *a, w*, Evanston. Toronto Normal S.
 Bastin, Muriel, *w*, Chicago. St. Joseph, Mich., Hs.
 Bates, Lewis George, *w, sp*, Chicago. Scranton, Pa., Hs.
 Battisfore, Josephine Edith, *a*, Chicago. Chicago Normal S.
 Bauer, Charlotte Lillian, *a, w*, Chicago. Lakeview Hs.
 Bauer, Viola Minnie, *a, w*, Chicago. Chicago Normal S.
 Baughman, Ethel, *a, w*, Aurora. Delphi, Ind., Hs.
 Baughman, Jeannette Gash, *sp*, Chicago. Chicago Normal S.
 Beck, Lillian Estelle, *a, w, sp*, Chicago. South Division Hs.
 Bell, Bruce Burton, *sp*, East Chicago, Ind. Indiana State Normal S.
 Benner, Adolpf Louis, *a, w, sp*, Chicago. Chicago Athenaeum.
 Bentz, Jeannette Katharine, *a, w, sp*, Chicago. Chicago Teachers C.
 Bergener, Clara Julia, *a, w, sp*, Chicago. Chicago Teachers C.
 Bergener, Dorothea C., *a, w*, Chicago. Chicago Teachers C.
 Bergersen, Marie Christine, *a, w*, Chicago.
 Bergin, Josephine Lenore, *a, w*, Chicago. Chicago Teachers C.
 Biesemeier, Robert F., *a*, Evanston. Lewis Inst.
 Bigelow, Genevieve Constance, *w, sp*, Chicago. Chicago Teachers C.
 Biggs, Mary Emma, *a, w, sp*, Chicago. Illinois State Normal S.
 Birmingham, Mabel Helen, *a*, Chicago. Chicago Normal S.
 Blanchard, Emma Van Alstyne, *a*, Morgan Park. Mrs. Somers' S., Washington, D.C.
 Bliss, Frances Barrett, *a, w, sp*, Oak Park. Wellesley C.
 Boaz, Sophia Belle, *w, sp*, Chicago. Fisk U.
 Boehm, Minnie Caroline, *a*, Chicago. Chicago Teachers C.
 Bohai, Jaroslava, *w, sp*, Moravia, Austria. Hyde Park Hs.
 Boothroyd, Elinor, *w, sp*, Chicago. Chicago Teachers C.
 Borchert, Alice May, *a*, Vicksburg, Miss. U. of Mississippi.
 Bowie, Elizabeth Anderson, *sp*, Chicago. Illinois State Normal S.
 Bowker, Rockton A., *sp*, Chicago. Chicago Teachers C.
 Bownar, Stanley, *a, w*, Chicago. Sheldon Hs.
 Braband, Lilla Marie, *a, w*, Milwaukee, Wis. State Normal S., Milwaukee.
 Brady, Katherine Elizabeth, *a, w*, Chicago. Chicago Teachers C.

- Breese, J. Clara, *w, sp*, Chicago. Sheldon Hs.
Bridges, Mildred Adelaide, *a*, Chicago. Galesburg, Ill., Hs.
Brown, Cecile Rovida, *a*, Chicago. Phillipsburg, Kan., Hs.
Brown, Edith, *a, w, sp*, Chicago. Chicago Normal S.
Brown, Gertrude Lucretia, *sp*, Lyons. Chicago Teachers C.
Brown, Jemima Olivette, *a, w*, Chicago. Chicago Normal S.
Bryant, Margaret Tirns, *w*, LaGrange. Chicago Kindergarten C.
Buckley, Alice Catherine, *sp*, Chicago. Chicago Teachers C.
Buell, Jennie Florence, *a, w, sp*, Chicago. Englewood Hs.
Burns, Grace Ethel, *sp*, Chicago. Muskegon, Mich., Hs.
Burns, Mahreah Rose, *a, w, sp*, Chicago. Private Schools.
Burns, Mary Delores, *w*, Chicago. St. Elizabeth's Hs.
Burton, Joseph Henry, Jr., *a, w*, Chicago.
Butterfield, Nona Lillian, *a, w*, Chicago. Michigan State Normal S., Ypsilanti.
Buxton, Edith Jane, *w, sp*, Chicago. Illinois State Normal S.
Byrne, Matilda, *a, w, sp*, Chicago. Lewis Inst.
Byrne, Sister Mary Camillus, *a, w, sp*, Chicago. St. Xavier A.
Cabanis, Anna Gretta, *a, w, sp*, Chicago. State Normal S., Platteville, Wis.
Calkins, Grace Myrtle, *w, sp*, Chicago. Chicago Normal S.
Campbell, Celia, *a, w*, Chicago. Valparaiso U.
Canfield, Cornelia Benedict, *a, w*, Ionia, Mich. Ionia Hs.
Carlin, Mary Josephine, *a, w*, Chicago. Chicago Normal S.
Carson, Josephine Ebba, *a, w*, Chicago.
Carnes, Laura, *a, w*, Chicago. Charleston, Ill., Hs.
Carpenter, Lewis Moffitt, *w, sp*, Chicago. University of Illinois.
Carroll, Florence Edith, *a, w*, Chicago. Cherokee, Ia., Hs.
Carroll, Mary, *a, w*, Chicago. Lewis Inst.
Casey, Charles Nicholas, *a, w, sp*, Chicago. Armour Inst.
Cates, Villa Virginia, *sp*, Chicago. Bowen Hs.
Caward, Gertrude, *sp*, Chicago. Iowa State Normal S.
Chandler, Charles Forrest, *a, w*, Chicago. U. of Illinois.
Chandler, Sophia, *a, w*, Chicago. Lake View Hs.
Chase, Elizabeth Clifford, *a, w*, Chicago. Ottawa Hs.
Christensen, Olga Louise, *a, w*, Chicago. Waukon, Ia., Hs.
Clancy, Irene Cornelia, *a, w*, Chicago. Chicago Normal S.
Clark, Fanchon Schupp, *a*, Chicago. Chicago Normal S.
Clarke, Catherine Hayes, *sp*, Chicago. Chicago Normal S.
Clarke, Harry Patrick, *a, w*, Winnetka. Harvard Summer S. of Physical Education.
Claussen, Elsa Marie, *a, w, sp*, Chicago. Chicago Normal S.
Clinton, Catherine Mary, *a, w, sp*, Chicago. Chicago Normal S.
Clinton, Etta, *a, w, sp*, Chicago. Chicago Normal S.
Cody, Anna Maria, *a, w*, Chicago. Morris Hs.
Coe, Gladys Bradley, *a*, Pontiac. Illinois State Normal U.
Coggeshall, Lilla, *w, sp*, Chicago. Jefferson Hs.
Cohn, Litta Buelah, *w*, Chicago. Ursuline Convent.
Collins, Anna Elizabeth, *a, w*, Chicago. St. James Hs.
Compere, Comfort He Chijes, *a, w, sp*, St. Louis, Mo. U. of Texas.

Conlan, Jettie, *w, sp*, Chicago. Morningside C.
Connell, Amelia Jane, *w*, Chicago. Wells St. Hs.
Connery, Elizabeth Marie, *w, sp*, Chicago. McKinley Hs.
Connery, Gertrude Elizabeth, *w*, Chicago. Sacred Heart A.
Connolly, Alice Frances, *w*, Chicago. McKinley Hs.
Cook, Annie Elizabeth, *a, w, sp*, Milledgeville, Ga. Georgia State Normal S.
Cooke, Florence Adeline, *a, w*, Johnson City, Tenn. Hazleton, Pa., Hs.
Cooney, Irene Anastacia, *w, sp*, Woodstock. Northern Illinois State Normal S., DeKalb.
Cooper, Olive Elizabeth, *a, w*, Chicago. Northern Indiana Normal S.
Corcoran, Arthur, *a, sp*, Chicago. Chicago Kent C. of Law.
Corrigan, Gertrude, *a, w, sp*, Wheaton. Lowville A., Lowville, N.Y.
Courtney, Clarice, *a, w*, Chicago. Indiana U.
Cowan, Bertha Alice, *a, w, sp*, Ridge Farm. Illinois State Normal U.
Coyte, Lucy Corenna, *a, w, sp*, Chicago. South Division Hs.
Craig, Margaret Louise, *a, w*, Chicago. John Marshall Hs.
Crane, Winnifred Maude, *a, w*, Chicago. Michigan State Normal S.
Craney, Mary Emily, *a, w*, Chicago. Chicago Normal S.
Creedon, Clara Wright, *a, w*, Chicago. West Division Hs.
Cress, Fannie Jane, *w*, Oak Park. Kansas State Agricultural C.
Cronin, Frances Deborah, *a*, Chicago. Chicago Teachers C.
Cross, Inez Fay, *a*, Rochelle. Northern Illinois State Normal S., DeKalb.
Culp, Gertrude Ethel, *a, w*, Berwyn. Michigan State Normal S.
Cunningham, Belle, *a, w*, Chicago. Hyde Park Hs.
Curtiss, May Elizabeth, *a, w, sp*, Chicago. North Division Hs.
Daily, Rose Eleanor, *a, w*, North Vernon, Ind. Indiana U.
Dalton, Mary Benedict, *sp*, Chicago. Chicago Teachers C.
Dameier, Mary Henriette, *a, w, sp*, Chicago. Cook County Normal S.
Danaher, Thomas Edward, *a, w, sp*, Chicago. Chicago Normal S.
Darnell, Clara Curtis, *w, s*, Brookfield. Yorkville, Ill., Hs.
Day, Alice, *a, w*, Mount Carmel, Ohio. National Normal U.
DeBlois, Luella Artley, *sp*, Chicago. Chicago Teachers C.
Decker, Nellie Louise, *a, w*, Evanston. Kearney, Neb., Hs.
DeGraft, Adriana, *a, w*, Harvey. Thornton Township Hs.
Degraff, Katharine, *sp*, Harvey. Harvey Hs.
Deigman, Dorothy Adele, *a, w*, Chicago. St. Mary's A., Joliet.
DeKoker, Jacob, *a, w*, Chicago. Englewood Hs.
DeLaney, Emma Virginia, *a, w, sp*, Chicago. Salem A., Salem, Mo.
DeMerse, Mary Margaret, *a*, Chicago. Lake Hs.
DeSloover, Tillie Marie, *a*, Chicago. Hyde Park Hs.
Deuter, Aimee, *a, w, s*, Chicago. South Division Hs.
Deveraux, Helen, *a*, Chicago. St. James Hs.
DeVine, Margaret Aloysia, *a, w, sp*, Chicago. Chicago Normal S.
Dickson, Frances Anna, *sp*, Chicago. U. of Texas.
Dietz, Clara Mebert, *a, w*, Chicago. Illinois State Normal S.
Dietz, Lydia, *a, w*, Evanston. Lewis Inst.
Dignum, Jennie Margaret, *a, w, sp*, Chicago. Stevens Point, Wis., Hs.
Dillon, Terese Torgatsch, *w*, Chicago. Leherinnen, Prussia.

- Dolton, Isabella, *a*, Dolton. Northwestern U.
Donnelly, Margaret Dolores, *a, w*, Chicago. Chicago Normal S.
Doyle, Lucy Marian, *a, w*, Chicago. West Division Hs.
Drummond, Caroline Isabelle, *a, w*, Chicago. Chicago Teachers C.
Duffy, Grace Elizabeth, *a, w*, Chicago. Chicago Teachers C.
du Houx, Claudia Fidele, *a*, Chicago. South Division Hs.
Dunn, Agnes Clare, *a, w, sp*, Downers Grove. Northern Illinois State Normal S., DeKalb.
Durham, Anna Adelaide, *a, w*, Chicago. Wooster C.
Dyer, Nettie Louise, *a, w*, Chicago. West Division Hs.
Edwards, Helen McCurdy, *w*, Hinsdale. Wendell Phillips Hs.
Edwards, Ida May, *sp*, Stevens Point, Wis. Waukesha Hs.
Ellingson, Girard Alfred, *sp*, Elmhurst. Austin, Ill., Hs.
Ellman, Morris Crasniansky, *w*, Chicago. Michigan Agricultural C.
Elsner, Amelia, *a, w*, Chicago. West Division Hs.
Enelow, Helen, *a*, Chicago. West Division Hs.
Engels, Sister Mary Alphonsus, *sp*, Chicago. St. Xavier A.
Eppstein, Jessie, *a, w*, Fairbury. Fairbury Hs.
Ermeling, Willard Walter, *a*, Chicago. U. of Illinois.
Esmann, Karen, *a, w, sp*, Chicago. Lemvig Pealskole, Denmark.
Eugh, Martha Antonia, *a, w*, Oak Park. Oak Park Hs.
Fallon, Kathrine, *a, w*, Chicago. Joliet Hs.
Farnsworth, Jessie Evelyn, *w, sp*, Chicago. A. of Our Lady.
Farrell, Catherine G., *sp*, Chicago. State Normal S., Oshkosh, Wis.
Feely, Frank Joseph, *sp*, Chicago. Lewis Inst.
Feilchenfeld, Doris, *a, w, sp*, Chicago. Corry, Pa., Hs.
Filson, Mary Jane, *a, w*, Indiana Harbor. Indiana State Normal S.
Finn, Marie Henrietta, *a, w*, Chicago. Chicago Teachers C.
Fischer, Bertha Rudelphine, *a, w, sp*, Chicago. Chicago Teachers C.
Fish, Martha Isabel, *a, w, sp*, Chicago. West Division Hs.
Fishback, Anna Derry, *a, w*, Chicago. Napa, Cal., Hs.
Fitch, Edith May, *sp*, Chicago. Chicago Teachers C.
FitzGerald, Katharine Ann, *a, w, sp*, Chicago. Oconomowoc, Wis., Hs.
Fitzgerald, Lillian M., *a, w*, Chicago. Chicago Normal S.
Floode, Esther, *a*, Chicago. Chicago Teachers C.
Floyd, Laura Dale, *a, w*, Chicago. Chicago Normal S.
Foley, Edna Louise, *sp*, Chicago. Smith C.
Foley, Florence Grace, *sp*, Chicago. University Hs.
Foley, Lillian Kennedy, *a, w, sp*, Chicago. Chicago Teachers C.
Ford, Josephine Caroline, *a, w*, Chicago. Delavan, Ill., Hs.
Foreman, Anna, *a, w*, Chicago. Northern Illinois State Normal S.
Forsyth, Jean Livingston, *a, w, sp*, Chicago. Chicago Kindergarten C.
Foster, Charlotte Brown, *w, sp*, Chicago. Berlitz S.
Foster, Esther Browning, *a, w*, Oak Park. Illinois State Normal U.
Fowler, Aimee Dupré, *sp*, Chicago. Northwest Division Hs.
Francis, Charles Horace, *a*, Chicago. Valparaiso U.
Frederick, Leo, *a, w, sp*, Chicago. Northern Illinois State Normal S.
Frederickson, Evelyn Florence, *a, w, sp*, Chicago. Chicago Normal S.

- Freeman, Henry Brewster, *w*, Chicago. Cornell U.
Freeman, Margaret Lowe, *a, w*, Evanston. Logansport, Ind., Hs.
Freiberg, Sara, *w*, Chicago. South Division Hs.
Frick, Frances Grace, *sp*, Minneapolis, Minn. Central Hs., Minneapolis.
Fricke, Emmeline, *a, w, sp*, Chicago. Northwest Division Hs.
Friedland, Morris N., *sp*, Chicago. Albany Law S.
Fuller, Cartha Van Anken, *a, w*, Chicago. State Normal S., Fayette, Ohio.
Fullerton, Edith Zollers, *a, w*, Chicago.
Gale, Ellis Brown, *a, w*, Chicago. John Marshall Hs.
Ganschow, Frederick William, *a, w*, Chicago.
Gardner, Frank Jackson, *a, w*, Chicago. U. of Kansas.
Gardner, Katharine Willis, *a, w*, Chicago. Lincoln, Ill., Hs.
Gardner, Maude Withaup, *a, w*, Chicago. Salem, Mo., Hs.
Gaylord, Anna Ethelyn, *a, w*, Chicago. Illinois State Normal U.
Geerdes, Emma Agnes, *a, w*, Chicago. Lewis Inst.
George, Mary Adah, *a, w*, Chicago. West Division Hs.
Gibbons, David John, *a, w, sp*, Chicago. Chicago Teachers C.
Gifford, Raymond Herbert, *a, w, sp*, Chicago. Swampscott, Mass., Hs.
Gilboy, Nellie Marie, *a*, Chicago. Plymouth Hs.
Gill, Bess, *a, w*, Plain City, Ohio. Lewis Inst.
Gillies, Mary Catherine, *w, sp*, Chicago. Chicago Teachers C.
Gillis, Harriet Xavier, *a, w, sp*, Chicago. West Division Hs.
Gilpatrick, Emily Lena, *a, w, sp*, Plano. Northern Illinois State Normal S., DeKalb.
Gingrich, William Frederick, *a, w*, Chicago. Valparaiso U.
Glasheem, Gretta, *a, sp*, Delavan. Illinois State Normal U.
Glendon, Mary Edna, *a, w*, Oak Park. Dayton Normal and Training S., Dayton, Ohio.
Goddard, Ethel Elizabeth, *sp*, Evanston. Lexington, Ill., Hs.
Goels, Elinor Barbara, *a, w, sp*, Chicago. Lake View Hs.
Golbeck, Harry Detlef, *w, sp*, Oak Park. Lewis Inst.
Goode, Mabel Edith, *w*, Chicago. Northern Illinois State Normal S., DeKalb.
Goodrich, Jennie Eliza, *a*, Naperville. Northwestern C.
Grafins, Ella Louise, *a, w, sp*, Chicago. West Division Hs.
Grape, Nellie Washington, *a, w*, Chicago. Chicago Normal S.
Grassly, Florence Olmsted, *w, sp*, Chicago. Hyde Park Hs.
Gray, Carl Senn, *a, w*, Chicago. Pennsylvania C.
Green, Charlotte Lamson, *w*, Riverside. Dayton Normal S., Dayton, Ohio.
Griswold, Mary Augusta, *a*, Benton Harbor, Mich. State Normal S., Kalamasoo.
Grooss, Ethel Louise, *sp*, Chicago. Chicago Teachers C.
Guilford, Zelpha May, *w, sp*, Riverside. Iowa State Normal S.
Gunderson, Emma Mae, *a, w*, Chicago. Northwest Division Hs.
Guthrie, Mary Gertrude, *a, w, sp*, Chicago. Chillicothe, Ohio, Hs.
Guttmann, Minnie, *w*, Chicago. Chicago Free Kindergarten Association.
Hackaday, Birdie Bohart, *w*, Oak Park. Missouri Wesleyan C.
Haines, Temperance Baldwin, *a, w*, Chicago. Northern Illinois State Normal S., DeKalb.
Hale, Katherine Sedgwick, *a, w, sp*, Chicago. Hyde Park Hs.

- Hansen, Andrea Theodora, *a, w, sp*, Chicago. Chicago Normal S.
Harper, Laura Gorham, *a, w*, Chicago. Rockford C.
Harper, Thomas Starr, *a*, Chicago. Marshall C. (W.Va.)
Harris, Irma Caroline, *a, w*, Winnetka. Chicago Teachers C.
Harrison, Constance Milsted, *a*, Chicago. Knox C.
Harrison, Florence Eleanor, *a, w, sp*, Chicago. Teachers C., of Indianapolis.
Hartnett, Norma Catherine, *a, w*, Chicago. Chicago Teachers C.
Hausam, William Jacob, *a, w, sp*, Arlington Heights. Lincoln-Jefferson U.
Hayde, Loyola Agatha, *w*, Chicago. Chicago Teachers C.
Hayde, Mary Agnes, *a, w*, Chicago. Private Study.
Hayes, Blanche Olive, *a, w, sp*, Chicago. Chicago Teachers C.
Hayes, Leonora Blanche, *a, w, sp*, Chicago. Northern Illinois State Normal S.,
DeKalb.
Haymes, William Herman, *a, w*, Chicago. Hamlin U.
Hegner, Herman Frederick, *w, sp*, Chicago. State Normal S., Milwaukee, Wis.
Hendricks, Walter, *w*, Chicago. Northwestern U.
Henson, Mary Hegan, *a, w*, Chicago. South Division Hs.
Herlitz, Mary Melue, *a, w*, Armour, Ind. Crown Point, Hs.
Hestenes, John Martin, *a*, Chicago.
Hibler, John Henry, *a, w*, Chicago. Hyde Park Hs.
Hibler, Margaret, *a, w, sp*, Chicago. Hyde Park Hs.
Hicks, Elvis Lemuel, *w, sp*, Chicago. Eastern Illinois State Normal S.
Higgins, Jane Catherine, *a, w*, Chicago. Chicago Teachers C.
Higgs, Mary Agnes, *w, sp*, Chicago. Gilman Hs.
Higgs, Emma Martha, *a, w*, Cicero. Chicago Normal S.
Hinderer, Emma Mathilde, *a, w*, Hinsdale. Niles, Mich., Hs.
Hoag, Eleanor, *a*, Chicago. Chicago Normal S.
Hoelter, Edward, *a, w, sp*, Chicago. Concordia C., Milwaukee, Wis.
Hoffmann, Emma Ida Clare, *a, w*, Chicago. Chicago Normal S.
Hogan, Mary Elizabeth, *a, w, sp*, Chicago. Chicago Teachers C.
Holdstock, Rebecca, *a, w*, Chicago. Lake View Hs.
von Holland, Helene, *a*, Chicago. Chicago Teachers C.
Hollenberger, Virginia, *a, w*, Chicago. East Minneapolis Hs.
Holmes, Abbie, *sp*, Chicago.
Holmes, Laura Elizabeth, *sp*, Harvey. Cook County Normal S.
Holmes, Robert Lester, *a, w*, Oak Park. Stout Inst.
Homer, Florence, *w, sp*, River Forest. Morgan Park A.
Honan, Mary Frances, *a, w*, Chicago. Chicago Normal S.
Hookham, Ann, *w, sp*, Chicago. Tuley Hs.
Horwich, Arthur Nathaniel, *a, w, sp*, Chicago. Medill Hs.
Huelsman, Richard Charles, *a, w*, Chicago. Lake View Hs.
Hughes, Celia Ellen, *a*, Chicago. Illinois State Normal U.
Hughes, Rachel Elizabeth, *a, sp*, Chicago. Lawrence, Kans., Hs.
Hummel, Charles Edward, *a, w*, Chicago. U. of Minnesota.
Hunt, Mabel Cleora, *a, w*, Chicago. Oswego Hs.
Hunt, Mary Frances, *a, w*, Chicago. Chicago Normal S.
Hurlbut, Carl Oliver, *a*, Chicago. Lake View Hs.
Hurney, Martin Edward, *a*, Chicago. Chicago Training S.

Hynes, Katherine Agnes, *a, w*, Chicago. State Normal S., Salem, Mass.
 Irma, Sister Mary, *a, w, sp*, Chicago. St. Xavier A.
 Jackson, Hazel, *a, w, sp*, Chicago. Corning A., Corning, Ia.
 Jackson, Katharine Boies, *a, w*, Chicago. Belle Plaine, Ia., Hs.
 Jaynes, Janet Helen, *a, w*, Wheeler, Ind. Colorado C.
 Jeffrey, Ruth Daisy, *a, w*, Boston, Mass. Gilbert Normal S., Boston.
 Jennings, Elizabeth Blanche, *a, w*, Chicago. Hyde Park Hs.
 John, Esther Corin Marie, *w, sp*, Chicago. Chicago Teachers C.
 Johnson, Anna Emelia, *a, w*, Chicago. Monticello S.
 Johnson, Frances Linnea, *a, w, sp*, Chicago. Chicago Normal S.
 Johnson, Helma Josephine, *w*, Chicago. Hyde Park Hs.
 Johnson, Tillie Wilhelmina, *a, w*, Chicago. Chicago Normal S.
 Johnston, Frank, Jr., *a*, Chicago. Georgetown U.
 Jones, Sara Frances, *w*, Chicago. Pratt Inst.
 Jordan, Lavinia Jane, *w*, Chicago. Chicago Teachers C.
 Kahle, Otto Fred, *a, w, sp*, Chicago. Normal C. of Gymnastics, Indianapolis.
 Kane, Annie Marie, *a, w, sp*, Chicago. Northwestern U.
 Kearine, Nellie Cecilia, *a, w, sp*, Chicago. Our Lady of Providence Hs.
 Kearns, Alice Mary, *a*, Chicago. U. of Colorado.
 Kearns, Anna Margaret, *a*, Chicago. Chicago Teachers C.
 Keller, Drusilla Loraine, *a, w*, East Chicago, Ind. Indiana U.
 Keller, Sue Burt, *a, w, sp*, Chicago. Ferry Hall.
 Kelley, Lelia Rose, *w, sp*, Chicago. State Normal S., Oshkosh, Wis.
 Kelley, Margaret Mary, *a, w*, LaGrange. Lyons Township Hs.
 Kelly, Marie Jane, *a, w*, Chicago. Sacred Heart A.
 Kennedy, Arabella Bruce, *a, w, sp*, Chicago. Straight U.
 Keogh, Thomas Joseph, *a, sp*, Chicago.
 Kessler, Clara Anna, *w, sp*, Chicago. Chicago Teachers C.
 Kidder, Helen Mary, *a, w*, Chicago. Chicago Teachers C.
 Kiersted, Frances Virginia, *a, w, sp*, Chicago. St. Angela's A.
 Kile, Edith Helen, *w, sp*, Billings, Mont. Lewis Inst.
 Killian, Catherine Adele, *w, sp*, Chicago. Chicago Teachers C.
 Kilroy, Alice Patricia, *w, sp*, Chicago. Chicago Teachers C.
 Kingman, Alice Amille, *w*, Glencoe. Bradford A.
 Kinnare, Frances, *a, w*, Chicago. Chicago Teachers C.
 Kinney, Elizabeth Mary, *a, w*, Chicago. Michigan State Normal C., Ypsilanti.
 Kirk, Helen Gertrude, *a, w*, Chicago. Chicago Normal S.
 Klaus, Charles William, *a, w*, Chicago. Armour Inst.
 Klein, Emma Bertha, *a, w*, Chicago. Oakland Hs.
 Klenze, Louise Johanna, *a, w*, Chicago. Cook County Normal S.
 Koch, Earl Benjamin, *w*, Chicago. Hearing Medical C.
 Koch, Hattie P., *a*, Chicago. North Division Hs.
 Koellner, Henrietta Dorothea, *w*, Chicago. Waller Hs.
 Koll, Mabel Anna, *sp*, Chicago. Northern Illinois State Normal S., DeKalb.
 Krasowsky, Bessie, *sp*, Chicago. Medill Hs.
 Kross, Michael, *a, w*, Elmhurst. U. of Illinois.
 Kull, Helen Estelle, *a, w, sp*, Lake Geneva. State Normal S., Whitewater, Wis.
 LaCroix, Florence, *a, w*, Chicago. Chicago Normal S.

Laing, Lucy Ida, *a, w*, Chicago. West Division Hs.
Lang, Libbie Kostner, *a, w*, Chicago. Chicago Teachers C.
Larsen, Hazel Fern, *a, w, sp*, Chicago. Chicago Teachers C.
Leach, Catherine Margaret, *sp*, Chicago. Chicago Teachers C.
Lee, Florence Ella, *w*, Whiting, Ind. Whiting Hs.
Lenhof, Ruth Elizabeth, *w, sp*, Chicago. Chicago Teachers C.
Lerche, Thorleif Iversen, *a, w, sp*, Chicago. U. of Illinois Dental C.
Leslie, Myrta Oliver, *a, w, sp*, Chicago. Englewood Hs.
Levy, Grace Feeny, *a*, Evanston. Ionia Hs.
Libby, Eleanor, *a, w*, Chicago. Chicago Teachers C.
Light, Edith Hiller, *a, w*, Winnetka. Northern Illinois State Normal S.
Linsky, Katherine Mary, *sp*, Chicago. Chicago Teachers C.
Linsley, Nellie Lydia, *a, w*, Chicago. Chicago Kindergarten C.
Lombard, Charles Morris, *a, w, sp*, Chicago. Spencer, Ind., Hs.
Loranz, Bertha Rose, *a, w*, Chicago. Clarinda, Ia., Hs.
Lorentz, George Gihan, *a, w, sp*, Chicago. Association Inst.
Loucks, Mildred Myrtle, *a*, Chicago. Chicago Normal S.
Love, Stephen, *a, w*, Chicago. Association Inst.
Low, Nettie Helen, *a, w*, Chicago. Jefferson Hs.
Lutiger, Mary, *w*, Chicago. West Division Hs.
Lyden, John William, *w, sp*, Chicago. Chicago Teachers C.
Lynch, Catherine Frances, *a, w*, Chicago. South Division Hs.
Lynch, Evangeline, *a, w, sp*, Chicago. Chicago Normal S.
Lynch, Mary Grace, *w*, Chicago. Chicago Teachers C.
McCahey, Marie Agnes, *w*, Chicago. Chicago Teachers C.
MacCain, Ellen, *a, w, sp*, Chicago. Tidioute, Pa., Hs.
McClelland, Janet, *a, w*, Chicago. Monroe Collegiate Inst.
McClelland, Mary Linnie, *a, w*, Chicago. Wellesley C.
McComiskey, Rose A., *sp*, Chicago. Northern Indiana Normal S.
McConkey, Leona Ruth, *a*, Chicago. Chicago Teachers C.
McConkey, Mabel Iola, *a, w, sp*, Chicago. Chicago Teachers C.
McCormick, Isabel Ruth, *sp*, Chicago. Chicago Kindergarten Inst.
McCormick, Julia, *a*, Chicago. Michigan State Normal C., Ypsilanti.
McCowan, Florence Margaret, *a, w*, Chicago. Joliet Township Hs.
McCowen, Mary Taylor, *a, w, sp*, Chicago. Iowa State Normal S.
McCoy, James Carroll, *sp*, Dallas, Tex. Fisk U.
McDonald, Anna Nilsson, *a, w*, Chicago. Brownell Hall.
McDonald, Mary Ellen, *a, w*, Chicago. Peoria Hs.
McDonnell, Cecilia, *a*, Oak Park. Chicago Teachers C.
McDonnell, Marie Josephine, *a, w*, Chicago. Lewis Inst.
McEachem, Jessie Anne, *a, w, sp*, Chicago. Owen Sound Collegiate Inst.
McElfresh, George Mason, *w*, Chicago. Buchtel A.
McElligott, Sadie Ann, *w, sp*, Chicago. Chicago Teachers C.
McGarr, Helen, *a, w, sp*, Chicago. Chicago Teachers C.
McGarr, Kathleen, *a, w*, Chicago. Chicago Teachers C.
McGaughey, Fannie Bell, *w*, East Chicago, Ind. Western Illinois State Normal S.
McGillen, Josephine Frances, *sp*, Chicago. North Division Hs.
McGinley, Annie Terese, *w*, Chicago. St. Mary's Inst., Milwaukee.

- McInerney, Margaret, *a*, Chicago. Chicago Teachers C.
McKee, Margaret J. Cloney, *a, w*, Chicago. Michigan State Normal C., Ypsilanti.
McLaren, Mabel, *sp*, Chicago. Hughes Hs., Cincinnati, Ohio.
McLaughlin, Margaret Lovisa, *a, w, sp*, Chicago. Springfield, Ill., Hs.
McLean, Catherine Currie, *w, sp*, Chicago. Traer, Ia., Hs.
McLean, Sarah, *a, w*, Chicago. Northern Illinois State Normal S., DeKalb.
McNichols, George Francis, *a, w, sp*, Chicago. Northwestern U.
Macrae, Florence Bell, *a, w*, Chicago. Chicago Normal S.
Madary, Emma Hartman, *a, w*, Chicago. Chicago Teachers C.
Maddox, Brady Preston, *a*, Chicago. Virginia Union U. A.
Magaw, John Bray, *a, w, sp*, Chicago. Sheldon S. of Scientific Salesmanship.
Magner, Margaret Emily, *a, w*, Chicago. Paris, Ill., Hs.
Maher, Anna Kathryn, *sp*, Chicago. Seneca, Ill., Hs.
Mahin, Leona Marie, *sp*, Chicago. Chicago Teachers C.
Mahurin, Lura Robinson, *a, w*, Chicago. Chicago Teachers C.
Mahurin, Melville Judson, *a, w*, Chicago. Association Inst.
Mann, Malinda M., *a, w, sp*, Evanston. Beardstown Hs.
Manning, Grace Eugenia, *a, w, sp*, Chicago. Southwestern C.
Manz, Annie Marie, *a, w, sp*, Chicago. Chicago Teachers C.
Marks, Maurice Lawrence, *w*, Chicago. Medill Hs.
Marnane, Mary Josephine, *a, w*, Chicago. DePaul U.
Matlack, Elva Hill, *a, w, sp*, Chicago. Chicago Teachers C.
Maynard, Harry Hugh, *w*, Washington, D.C. Howard U.
Mayo, Arthur Eugene, *a, w, sp*, Chicago. Illinois C. of Law.
Means, Anna Margaret, *a, w*, Paris. Iowa State Teachers C.
Meier, Carl Otto, *a, w*, Chicago. Normal C. of Physical Education, Milwaukee.
Mendius, Elise, *a, w*, Chicago. Chicago Teachers C.
Messiter, Sue Thompson, *a, w*, Chicago. South Division Hs.
Meyering, Ida Marie, *w, sp*, Chicago. Chicago Teachers C.
Meyers, Edna Richardson, *a, w*, Chicago. Chicago Normal S.
Michael, Harry, *a, w*, Chicago. Northwest Division Hs.
Milburn, Anne Laura, *a, w, sp*, Chicago. Ottumwa, Ia., Hs.
Miles, Helen Agnes, *a, w*, Chicago. Northern Illinois State Normal S., DeKalb.
Miles, Mary Ursula, *a, w*, Chicago. Northern Illinois State Normal S., DeKalb.
Milkewitch, Isaac, *a, w*, Chicago. John Marshall Hs.
Miller, Anna Loretta, *a, w*, Chicago. Chicago Teachers C.
Miller, Louise Christine, *a*, Chicago. Chicago Teachers C.
Miller, Nelson Thomas, *a, w*, Dayton, Ohio. Lewis Inst.
Milner, Sarah Fay, *a, w*, Chicago. Northwestern U.
Mirrieles, Doris Irene, *a, w*, Chicago. Chicago Teachers C.
Mirrieles, Ruchiel Antoinette, *sp*, Chicago. McCowen Oral S.
Moffett, Robert Lee, *a, w, sp*, Chicago. Association Inst.
Moffett, Ruth Ellis, *a, w, sp*, Chicago. Eau Claire, Wis., Hs.
Mohle, Mary, *a*, Chicago. National Kindergarten C.
Moll, Jessie Marie, *w, sp*, Chicago. Chicago Teachers C.
Moore, Ada Medora, *a, w*, Chicago. West Division Hs.
Moore, Kathleen Marie, *sp*, Chicago. St. Mary's Hs.
Moore, Mildred Regina, *w, sp*, Chicago. Chicago Teachers C.

Moroney, Winifred Catherine, *a*, Chicago. Chicago Teachers C.
Morrisey, Vangie Rebecca, *a, w*, Chicago. Joliet Township Hs.
Mortimore, Mabel Barr, *a, w*, Chicago. Illinois State Normal U.
Moss, Walter Earl, *a, w, sp*, Chicago. Iowa State Teachers C.
Moylan, Grace H., *sp*, Chicago. Chicago Teachers C.
Mueller, Hilda Ottilie, *a, w*, Chicago. Luther Inst.
Muhs, Winifred Dora, *a, w, sp*, Chicago. Iowa State Normal S.
Muller, Marie Catherine, *a*, Arlington Heights. Northern Illinois State Normal S., DeKalb.
Mulvihill, Elizabeth Agnes, *a, w*, Chicago. South Division Hs.
Murphy, Josephine Hopkins, *w, sp*, Chicago. Mrs. Somers' S., Washington, D.C.
Murphy, Mary Elizabeth, *w, sp*, Chicago. Chicago Teachers C.
Murtaugh, Mary Elizabeth, *a, w*, Chicago. Chicago Teachers C.
Myall, Charles Arthur, *a, w*, Oak Park. Oak Park Hs.
Nash, Eleanor Helen, *a, w*, Chicago. Chicago Normal S.
Needham, Bertha Beatrice, *w, sp*, Chicago. Missouri State Normal S.
Neil, Jane Alice, *sp*, Chicago. U. of Michigan.
Nelson, Ivar Nikanase, *a, w*, Chicago. Chicago Law S.
New, Albert Wilson, *w*, Homewood. Valparaiso U.
Newcomb, Francis Herbert, *a*, Chicago. Lewis Inst.
Nicholas, Sarah Fitch, *a, w*, Chicago. St. Mary's Hall, Burlington, N.J.
Nicholson, Marguerite Marie, *a, w, sp*, Chicago. Illinois State Normal U.
Nixon, Bertha Louise, *sp*, Chicago. Ypsilanti C.
Noble, Frances Louise, *w, sp*, Chicago. West Division Hs.
Noonan, Mae Margaret, *a, w*, Chicago. Chicago Teachers C.
Norton, Marie Therese, *a, w*, Evanston. Northwestern U.
Norton, Mary Agnes, *a, w*, Chicago. Sacred Heart S.
Nyhuss, Nora Christine, *sp*, Chippewa Falls, Wis. State Normal S., Stevens Point.
O'Byrne, Agatha, *a, w, sp*, Chicago. Lewis Inst.
O'Byrne, Elizabeth, *a, w, sp*, Chicago. Lewis Inst.
O'Callaghan, James Aloysius, *a, w, sp*, Chicago. Chicago Kent C. of Law.
O'Connell, Katherine Veronica, *w*, Chicago. Chicago Teachers C.
O'Donnell, Mary Catherine, *a, w*, Chicago. Lake Hs.
Olmsted, Josephine Bresee, *a, w*, Glencoe. State Normal S., Bloomington.
Olsen, Olava Karine, *w*, Chicago. Chicago Normal S.
Olson, Ellen Mary, *a, w*, Chicago. Chicago Teachers C.
Oneska, Mary Hedwig, *a, w*, Chicago. Tuley Hs.
Ormsby, Adelbert Frank, *w*, Chicago. Austin Hs.
Osborne, Alice Mary, *sp*, Chicago. Chicago Normal S.
Paddock, Helen Amy, *w, sp*, Chicago. Tekonsha, Mich., Hs.
Parkes, Elizabeth Birney, *w, sp*, Chicago. Ellendale, N.D., Hs.
Parle, Anna, *a, w*, Chicago. Danville Hs.
Parsons, Ruth Phelps, *a, w*, Chicago. West Division Hs.
Paterson, Margaret Houston, *a, w, sp*, Chicago. Cook County Normal S.
Patahell, Molly McGrath, *a, w*, Chicago. West Division Hs.
Pattee, May, *a, w, sp*, Chicago. Northern Illinois State Normal S., DeKalb.
Patterson, Randolph McCabe, *a*, Chicago. Valparaiso U.
Pearce, Maude, *a, w*, Waukegan. State Normal S., Milwaukee, Wis.

Pearson, Henry Fred, *w*, Chicago. U. of Portland.
 Peerstone, Cora Bennett, *a, w, sp*, Chicago. Chicago Normal S.
 Peirce, Elizabeth Linda, *a, w*, Evanston. Evanston Township Hs.
 Pellett, Eleanor Jane, *w*, Oak Park. North Division Hs.
 Pepin, Zoe Marie, *sp*, Chicago. Chicago Teachers C.
 Percy, Florence Margaret, *a, w*, Chicago. Chicago Teachers C.
 Perlstein, Frances, *a, w*, Chicago. Waller Hs.
 Petrie, Mildred Balle, *a, w*, Chicago. State Normal S., Oshkosh, Wis.
 Pierson, Edith May, *a, w*, Aberdeen, S.D. Aberdeen Hs.
 Pingry, Mabel Eunice, *sp*, Chicago Heights. Northern Illinois State Normal S.
 Ponedel, Dora, *a, w, sp*, Chicago. Chicago Normal S.
 Pool, Ellen, *a, w, sp*, Chicago. West Division Hs.
 Porter, Ada Lenora, *a, w, sp*, Franklin Park. James Millikin U.
 Porter, Florence Maude, *a, w*, Chicago. London C.
 Porter, Ida Davis, *a, w*, Evanston. Cook County Normal S.
 Potts, Edith Margaret, *w*, LaGrange. Illinois Woman's C.
 Powers, Minnie Della, *a, w*, Blue Island. Michigan State Normal C., Ypsilanti.
 Pratt, Alice Evelyn, *a, w, sp*, Chicago. Valparaiso U.
 Price, Lin William, *a*, Chicago. U. of Illinois.
 Pridmore, William Timothy, *a, w*, Chicago. Chicago Kent C. of Law.
 Pritchard, Sophia Ellen, *sp*, Chicago. West Division Hs.
 Pritzlaff, Rosalie Helen, *a, sp*, Chicago. Waller Hs.
 Przyluska, Wanda Filipine, *a, w*, Chicago. St. Mary's of Nazareth Training S.
 Quigley, James Michael, *a, w*, Chicago.
 Quinn, Margaret Frances, *a*, Chicago. Cook County Normal S.
 Rada, Rudolph Charles, *a, w, sp*, Chicago. Crane Technical Hs.
 Radon, Harry Cornelius, *w*, Chicago. Lewis Inst.
 Rafferty, Rose Elizabeth, *a, w, sp*, Chicago. West Division Hs.
 Randall, Margaret Murray, *a, w*, Chicago. Medill Hs.
 Raup, Ethel, *a, w*, Oak Park. Northern Illinois State Normal S.
 Raven, Albertine, *a, w, sp*, Chicago. Wendell Phillips Hs.
 Raymond, Carrie Lamb, *sp*, Hinsdale. Hillhouse Hs., New Haven, Conn.
 Reardon, Luella Josephine, *a, w*, Chicago. Ottawa Hs.
 Reichman, Ella, *a, w*, Chicago. Chicago Normal S.
 Reichman, Gertrude, *a, w*, Chicago. Chicago Teachers C.
 Reilly, Caroline Lynch, *w, sp*, Chicago. Peru Hs.
 Renaud, Flora Victoria, *sp*, Chicago. Private Instruction.
 Reynolds, Benn Philips, *a*, Chicago. Association Inst.
 Reynolds, Margaret Gertrude, *sp*, Chicago. Northern Illinois State Normal S.
 Reynolds, Mary Etta, *a, w*, Chicago. Buchanan, Mich., Hs.
 Rhinesmith, Edith Grace, *a, w, sp*, Chicago. U. of Wisconsin.
 Riley, Norah Cecilia, *a, w*, Chicago. Chicago Normal S.
 Rinkenberger, Amelia, *a, w*, Chicago. Chicago Kindergarten Inst.
 Ritchie, Helen, *a, w*, Chicago. North Division Hs.
 Ritter, Matilda Anna, *a*, Chicago. North Division Hs.
 Robertson, Christine Wilson, *a*, Chicago. Chicago Teachers C.
 Robin, Anna, *a*, Chicago. Chicago Teachers C.
 Roemer, Erwin William, *a, w*, Chicago. Chicago Kent C. of Law.

- Roney, William James, *w*, Chicago. Vliets, Kan., Hs.
Root, Maud Mary, *a, w, sp*, Chicago. Illinois State Normal U.
Rosaire, Pauline Beatrice, *a, w, sp*, Chicago. Chicago Teachers C.
Rosenbaum, Rudolph Randolph, *a*, Chicago. U. of Berlin.
Rowe, Charlotte Celestia, *a, w*, Chicago. Chicago Normal S.
Rowell, Arthur Bartley, *a, w*, Glencoe. Yankton C.
Rowell, Cora Worcester, *w*, Glencoe. Momen Hs.
Royce, Margaret Marion, *w*, Chicago. Hyde Park Hs.
Rosiene, Addie Eliza, *a, w*, Chicago. Illinois State Normal U.
Ryan, Eleanor Julia, *w*, Chicago. South Division Hs.
Ryan, Monica, *a, w*, Chicago. Chicago Teachers C.
Ryan, Nellie Florence, *a, w, sp*, Chicago. Chicago Normal S.
Ryder, Madalene Helen, *a, w*, Highland Park. Deerfield Township Hs.
Sachs, Isaac Sidney, *w, sp*, Chicago.
Salamson, Mary Lait, *w, sp*, Chicago. Tuley Hs.
Samanski, Michael Philip, *a, w, sp*, Chicago. Chicago Normal S.
Sample, Margaret Pearl, *a*, Chicago. Chicago Teachers C.
Sarkar, Dharendra Kumar, *w*, Dacca, India.
Satterthwait, Gladys, *a, w*, Chicago. Iowa State Normal S.
Schaefer, Joseph Ernest, *a, w, sp*, Chicago. Chicago C. of Dental Surgery.
Schaff, Matilda Cecelia, *a, w, sp*, Chicago. North Division Hs.
Schladweiler, Mary Frances, *a, w, sp*, Chicago. West Division Hs.
Schmidt, Emma, *a, w, sp*, Chicago. Chicago Normal S.
Schmidt, Hedwig, *a, w*, Chicago. Chicago Normal S.
Schmidt, Sophia Lydia, *a, w, sp*, Oak Park. Oak Park Hs.
Schmus, Flora Thusnelda, *w*, Chicago. Chicago Teachers C.
Schneider, Catharine, *a, w, sp*, Chicago. Chicago Normal S.
Schram, Rosina Madeline, *a, w, sp*, Chicago. Chicago Teachers C.
Schreiber, Carlotta Leonore, *a, w*, Chicago. West Division Hs.
Schueler, Mabelle Catherine, *w*, Chicago. Chicago Teachers C.
Schulte, Estelle Johanna, *sp*, Chicago. St. Gabriel's Hs.
Schulz, Emma, *a, w*, Hampshire. Northern Illinois State Normal S., DeKalb.
Schwartz, Gertrude, *a, w*, Chicago. Chicago Teachers C.
Scott, Elma Harrington, *w*, Valparaiso, Ind. Valparaiso U.
Seale, Mayme, *a, w*, Berwyn. Mount Pleasant Normal S.
Sears, Clare Marie, *a, w*, Chicago. Chicago Normal S.
Secor, Florence Mabel, *sp*, Chicago. Iowa State Teachers C.
Semmelmeier, A. Madeline, *a*, Chicago. Chicago Normal S.
Seymour, Madeline Williams, *a, w*, Chicago. Grant C.
Shankland, Ralph Graham, *a, w, sp*, Chicago. Hyde Park Hs.
Sheehan, Mary Frances, *a, w*, Chicago. Lake View Hs.
Siewers, Catherine, *w*, Chicago. Chicago Teachers C.
Simpson, Elsie Naomi, *a, w*, Chicago. Chicago Teachers C.
Simpson, Isa, *a, w, sp*, Chicago. U. of Manitoba.
Slakis, Susan Aldona, *a, w*, Chicago. Illinois C. of Physicians and Surgeons.
Sleight, Barbara Hutcheon, *a, w*, Chicago. Tuley Hs.
Smart, Ella Daisy, *a*, Downers Grove. Northern Illinois State Normal S.
Smith, Alva Mayes, *a, w*, Chicago. Nashville C. for Young Ladies.

Smith, Anna Mabel, *w*, Chicago. Straight U.
 Smith, Georgiana, *a, w*, Evanston. Rhode Island Normal S.
 Smith, Lillian Lydia, *a, w*, Chicago. U. of Wisconsin.
 Smith, Martha Lewis, *a, w*, Chicago. Harvard, Ill., Hs.
 Smith, William Donaldson, *a, w*, Des Plaines. Holden Hs.
 Smyser, Martin Luther, *a, w*, Cicero. Pennsylvania C.
 Snyder, Charlotte Viola, *a, w, sp*, Chicago. Chicago Teachers C.
 Sophy, Zoe Mary, *a*, Chicago. Chicago Kindergarten Inst.
 Spawr, Minnie Leonne, *a, w, sp*, Chicago. Illinois State Normal U.
 Sproule, Charles Davis, *a, w*, Chicago. Knoxville, Pa., Hs.
 Stahl, Frank Wimebert, *a*, Chicago. State Normal S., Ligonier, Ind.
 Stangeland, Ella Ragna, *a, w, sp*, Chicago. Chicago Teachers C.
 Stark, Mildred Ellen, *a, w, sp*, Chicago. Chicago Normal S.
 Steen, Aimee Dell, *a, w*, Chicago. Froebel Kindergarten Training S.
 Steiner, Leonard E., *a, w*, Burlington, Kan. Burlington Hs.
 Stephenson, Dorthy Emelia, *sp*, Evanston. Tuley Hs.
 Stewart, Sarah Josephine, *w, sp*, Chicago. Jefferson Hs.
 Stimpson, Edwina, *a, w*, Chicago. U. of Illinois.
 Stitt, Natalie, *a, w, sp*, Chicago. Chicago Teachers C.
 Strain, Adda May, *a, w*, Chicago. Clinton Public S.
 Stuart, Marguerite Mary, *w, sp*, Chicago. St. Mary's Hs.
 Sullivan, Annie Kenny, *a, w*, Chicago.
 Sullivan, Julia Agnes, *a, w*, Chicago. Cook County Normal S.
 Swane, Alma Anderson, *sp*, Chicago. Lake Hs.
 Taft, Robert Vinton, *a, w*, Chicago. Ohio Normal U.
 Tauchen, Marie Wellik, *a, w, sp*, Chicago. West Division Hs.
 Terpening, Christie Luella, *a, w*, Chicago. Michigan State Normal S.
 Theede, Louise Marie, *a, w*, Chicago. Chicago Normal S.
 Theilgaard, Ethel Jacobe, *sp*, Chicago. Lake View Hs.
 Theilgaard, May Petrea, *a, w, sp*, Chicago. Lake View Hs.
 Thompson, Launa, *a, w*, Elgin. Northern Illinois State Normal S., DeKalb.
 Thomson, Cornelia Rose, *sp*, Chicago. Chicago Normal S.
 Thwaites, Helene Beatrice, *sp*, Ionia, Mich. Michigan State Normal C., Ypsilanti.
 Tibble, Charlotte Eliza, *a, w*, Chicago. Joliet Hs.
 Tidball, Jeannette, *sp*, Chicago. West Division Hs.
 Tierney, Alice Mary, *a, w*, Chicago. Chicago Normal S.
 Timm, Edna Amelia, *a, w*, Chicago. Chicago Teachers C.
 Tobin, Mary Elizabeth, *a, w*, Chicago. Chicago Normal S.
 Todd, Jessie E., *sp*, Chicago. Chicago Normal S.
 Torgersen, Mamie Anette, *a, sp*, Chicago. Chicago Normal S.
 Trainor, Helene, *a, w*, Chicago. St. Xavier A.
 Tregellas, Ida, *a*, Chicago. Astoria, Ill., Hs.
 Tron, Emma Christine, *a*, Chicago. Evansville, Ind., Hs.
 Tschan, Alice Eliza, *a, w, sp*, LaGrange. Private Study.
 Tuttle, Amber Maria, *sp*, Maywood. Northern Illinois State Normal S., DeKalb.
 Tuttle, Edna Earl, *a, w*, Chicago. West Division Hs.
 Tyrrell, Carroleane, *a, w*, Chicago. Northern Indiana Normal S.
 Van Harn, Stephen, *w*, Chicago. MacLachlaus Business U., Grand Rapids.
 Van Horne, Mildred Ida, *a, w*, Evanston. Northwestern U.

Van Liew, Gertrude May, *a, w*, Hinsdale. Hinsdale Hs.
 Vetterliet, Anna Susetli, *a, w*, Evanston. Decatur Hs.
 Vogeler, Wanda, *a*, Chicago. Waller Hs.
 Vorsheim, Henry George, *w*, Chicago. Northwestern U.
 Waage, Gilbert, *a, w*, Chicago. Crane Hs.
 Wachter, Frances Marie, *a, w, sp*, Chicago. Chicago Normal S.
 Wahlgren, Donnie Isabella, *a, w*, Chicago. Chicago Teachers C.
 Wald, Clara Martha, *a, w*, Chicago. Chicago Teachers C.
 Wallace, Sara Baxter, *a, w, sp*, Chicago. Washington, Ohio, Hs.
 Walsh, Elizabeth Frances, *sp*, Chicago. Chicago Teachers C.
 Walsh, Ella Esther, *sp*, Chicago. Northwest Division Hs.
 Walther, Catherine Daisy, *a, w*, Chicago. Englewood Hs.
 Wangeman, Ella Bottenus, *a, w, sp*, Chicago. State Normal S., Cincinnati, Ohio.
 Ward, Albert Francis, *a, w*, Chicago. DePaul U.
 Ward, Cyril Amberg, *w, sp*, Chicago. DePaul U.
 Ward, Ferdinand Joseph, *a, sp*, Chicago. DePaul U.
 Wasson, Anna Florence, *sp*, Douglas. Knox C.
 Watson, Earl Whitney, *a, w*, Arlington Heights. Maine Township Hs.
 Weber, Bessie Helen, *a, w*, Chicago. Chicago Teachers C.
 Weber, Edward, *w, sp*, Chicago. Chicago Teachers C.
 Weichelt, Martha Maude, *a, w, sp*, Chicago. Chicago Teachers C.
 Weiger, Clara, *a, w, sp*, Chicago. Jackson, Mich., Hs.
 Weinnette, Theo Edessa, *w*, Chicago. Chicago Teachers C.
 Weldon, Emma, *a, w, sp*, Chicago. Lewis Inst.
 Weldon, Flause Azalia, *sp*, Chicago. Chicago Normal S.
 Weldon, Mary Elizabeth, *a*, Chicago. West Division Hs.
 Westcott, Laura, *a*, Oak Park. Smith C.
 Wester, Lillian Frona, *a, w*, Evanston. Forest Park U.
 Wheeler, Effie, *a, w*, Chicago. U. of Michigan.
 White, Raymond Arthur, *a, w*, Chicago. Austin C.
 Whitfield, Patrick Manson, *a, w*, Amoy, China. Ohio Northern U.
 Whitney, Franklin Greeley, *a, w, sp*, Chicago.
 Williams, Alice Cary, *a, w*, East Chicago. Valparaiso U.
 Williams, Grace, *a, w*, Dayton, Ohio. Miami U.
 Williams, Mabel Francis, *w*, Oak Park. Pratt Inst.
 Williams, Susie Morlais, *sp*, Chicago. Fairbury Hs.
 Windette, Lucile Mary, *sp*, What Cheer, Ia. Sioux City Hs.
 Wines, Cephas DeWitt, *a, sp*, Chicago. Rose Polytechnic S.
 Winship, Elizabeth, *w, sp*, Chicago. Englewood Hs.
 Woodruff, Helen Jennie, *w*, Chicago. Washington C.
 Woodworth, Mabel Eames, *a, w*, Chicago. Sterling, Ill., Hs.
 Worthmann, Estella, *a, w*, Chicago. Lewis Inst.
 Wright, Elizabeth, *a, w*, Evanston. Illinois State Normal U.
 Zimmerman, Irving, *a*, Chicago. Northwestern U.
 Zuiderhof, Louis, *a, w*, Chicago. Association Inst.
 Zukerman, William, *a*, Chicago. Northwestern U.
 Zwihihsy, Rose, *a, w*, Chicago. N.Y. Cooper Union Inst.

MEN—118

WOMEN—557

TOTAL—675

THE DIVINITY SCHOOL

THE GRADUATE DIVINITY SCHOOL

ABBREVIATIONS.—ACADEMIC RECORD.—In the statement of academic record, U.=University; C.=College; S.=School; Sm.=Seminary; Hs.=High School; A.=Academy; Inst.=Institute (or Institution); Theol.=Theological; (fel.) after the academic record indicates Divinity Fellow.

PERIOD OF RESIDENCE.—s=Resident during Summer Quarter, 1914.—a=Resident during Autumn Quarter, 1914.—w=Resident during Winter Quarter, 1915.—sp=Resident during Spring Quarter, 1915.

NOTE.—The naming of a degree not followed by the name of an institution in parentheses is understood to mean a degree conferred at the University of Chicago.

Where no state is mentioned, Illinois is understood.

- Ackiss, Ernest Lee, *s, a, w, sp*, Oceana, Va. A.B. (Richmond C.) '10; Th.M. (Southern Baptist Theol. Sm.) '13.
- Adams, Mounger Favre, *s*, Brookhaven, Miss. A.B. (Trinity C., Durham, N.C.) '14.
- Albert, Victor, *s*, Dubuque, Ia. Wartburg C. '98-'03; Theol. Sm. '03-'06.
- Alley, Clarence Henry, *s, sp*, Hanna, Ind. A.B. (DePauw U.) '13.
- Amy, Helen Lorene, *a, w, sp*, Chicago. A.B. (Barnard C.) '11; Dip. (Columbia Teachers C.) '11.
- Anderson, Orvis Tee, *s, a, w, sp*, Mannington, W.Va. A.B. (Howard C.) '08; Th.G. (Southern Baptist Theol. Sm.) '11.
- Argue, Robert Fletcher, *s*, Winnipeg, Manitoba, Canada. A.B. (U. of Manitoba) '11; Wesley C. '12; Wesleyan Theol. C., Montreal, '05-'07.
- Artman, Joseph Manson, *a*, New Augusta, Ind. A.B. (Indiana U.) '05; D.B. '09.
- Ashbaugh, Reginald John, *s*, University Park, Ia. A.B. (Avalon Presbyterian C.) '95; Missouri State U.; Central Holiness U.; U. of Kansas.
- Awes, Leif Halfdan, *a, w, sp*, Minneapolis, Minn. A.B. (Augsburg Sm.) '10; A.M. (U. of North Dakota) '11.
- Bacon, Anna Maria, *a*, Sparks, Md. Ph.B. (Dickinson C.) '10.
- Bailey, Percival, *a, sp*, Carbondale, Ill. Southern Illinois Normal U. '12.
- Bair, Lawrence Emerson, *s*, Shamokin, Pa. A.B. (Franklin and Marshall C.) '08; Eastern Theol. Sm. of Reformed Church in U.S. '09.
- Baird, George Burleigh, *a, w, sp*, Shelbyville, Ind. A.B. (Butler C.) '06.
- Baker, Clarence Garfield, *s, a, w*, Batavia. A.B. (Hiram C.) '08; A.M. '14.
- Baker, Orvie Eustace, *s*, Alton, Ill. A.B. (Southwest Baptist C.) '95; D.B. (Newton Theol. Inst.) '11; A.M. '13.
- Bartak, Joseph Paul, *s, a, w, sp*, Bohemia. A.B. (Southwest U.) '12; D.B. (Vanderbilt U.) '14.
- Bass, Archer Bryan, *s, a, w*, Brookneal, Va. A.B. (Richmond C.) '11; D.B. (Colgate U.) '14.
- Bates, Daniel Abel, *a, w, sp*, Avoca, Quebec, Canada. A.B. (McMaster U.) 13.
- Battershell, Corydon Ford, *a, w, sp*, New Philadelphia, Ohio. A.B. (Western Reserve U.) '09.
- Baur, Theodore Carl Paul, *s*, Chicago. Elmhurst C. '03-'07; Eden Theol. Sm., St. Louis, Mo. '07-'10.

- Beck, Frank Orman, *s, a, w*, Evanston. A.B. (Indiana State U.) '94; A.B. (*ibid.*) '97; S.T.B. (Boston U.) '01; Edinburg U. '11-'12.
- Bedikian, Antranig Arakel, *s, a, w*, Constantinople, Turkey. A.B. (Robert C.) '07; Ph.B., '13; A.M. '14.
- Beery, Gunning Christian, *s*, Eagle Rock, Va. A.B. (Morrisville C.) '97; D.B. (Drew Sm.) '02.
- Bell, Gerald Sylvester, *s*, Winnipeg, Manitoba, Canada. A.B. (U. of Manitoba) '14.
- Benninghoff, Harry Baxter, *s*, Tokyo, Japan. Ph.B. (Franklin C.) '02; Ed.B. '06.
- Bergquist, Carl Emil, *s*, Blue Island, Ill. A.B. (Upsala C.) Kenilworth, N.J. '13.
- Bisbee, George Allen, *s*, Euclid, Ohio. Sc.B. (Case School of Applied Science) '06.
- Bishop, Shelton Hale, *a*, Chicago. A.B. (Columbia U.) '11; Grad. (General Theol. Sem.) '14.
- Bissinger, Arthur Jacob, *sp*, Wapello, Ia. A.B. (Iowa Wesleyan C.) '11.
- Bivin, George Davis, *s*, Fargo, N.D. A.B. (Clark C.) '09; A.M. (Clark U.) '10; Ph.D. (*ibid.*) '13.
- Bjornberg, Esther Eugenia, *s*, Chicago. Ph.B. '04; A.M. '14.
- Bland, Charles Edward, *s*, Edmonton, Alberta, Canada. A.B. (McGill U.) '83; D.B. (Wesleyan, Montreal) '91.
- Blount, Mina Lou, *a*, East Point, Ga. Ph.B. '14.
- Booth, Clyde Rolland, *s*, Evanston. A.B. (Illinois Wesleyan) '10; Garrett Biblical Inst. '13-'14; Taylor U. '07-'08.
- Bouldin, George Washington, *s*, Tokyo, Japan. Th.B. (Southern Baptist Theol. Sm.); Th.M. (*ibid.*)
- Boyd, DeEstraye Cassell, *a*, Chicago. A.B. (Leland Stanford Junior U.) '09; Grad. (McCormick Theol. Sm.) '12.
- Boyer, Cheney Kimber, *a, w, sp*, Marshall, Pa. A.B. (Bucknell U.) '14.
- Braafladt, Louis Henry, *s*, Belview, Minn. A.B. (Luther C.) '06.
- Bradford, John Ewing, *s*, Oxford, Ohio. A.B. (Monmouth C.) '89; D.B. (Xenia Theol. Sm.).
- Bradshaw, Emerson Otho, *s*, Dixon. Ph.B. '10; A.M. '11; D.B. '12.
- Brand, Daniel John, *s, a, w, sp*, Wisner, Neb. Ph.B. (German Wallace C.) '05; Bethel C. '99-'02.
- Brauchitsch, Gustaf Adolf von, *s*, Lincoln, Neb. Grad. (Concordia C., St. Paul, Minn.) '11; Concordia Sm., St. Louis, Mo. '14.
- Brill, Ottomar John, *s, w, sp*, Chicago. Grad. (Concordia C., Milwaukee) '11; Concordia Sm., St. Louis, Mo. '14.
- Brinton, Edward Arthur, *a, w, sp*, Chicago. Di.M. (Iowa State Teachers C.) '02; A.B. (State U. of Iowa) '06.
- Brodie, Donald Melrose, *w, sp*, Wichita, Kan. A.B. (Oberlin C.) '11; A.M. (Columbia U.) '13; D.B. (Oberlin Sm.) '14; Union Theol. Sm. '11-'12.
- Brunemeier, Edward Herman, *s*, Hubbard, Ia. S.B. '13.
- Brunemeier, Henry Christian, *s*, Hubbard, Ia. A.B. (Northwestern C.) '13.
- Caldwell, William, *s*, Fort Worth, Tex. A.M. (Southwest Presbyterian U.) '88; Grad. (Princeton Theol. Sm.) '91; Ph.D. '04.
- Campbell, Clarence Elmer, *s*, Paulding, Ohio. A.B. (Greenville and Tusculum C.) '03; Grad. (McCormick Theol. Sm.) '07.

- Carey, Gervas Albert, *s*, Wichita, Kan. Grad. (Cleveland Bible Training School) '06; A.B. (Friends U., Wichita) '14.
- Cartwright, Ines Scott, *s*, Chicago. A.B. (Drake U.) '13.
- Cartwright, Lin Dorwin, *s, a, w*, Chicago. A.B. (Drake U.) '10.
- Cawthorne, Harry Loder, *s*, Chicago. A.B. (St. Stephen's C.) '78.
- Chandler, George Francis, *a, w, sp*, Coatsburg. A.B. (Eureka C.) '04; A.M. '14; D.B. '14.
- Chapman, Joseph Fletcher, *s*, Cannington, Ontario, Canada. Grad. (Toronto U.) '13.
- Chen, Hai An, *s, a, sp*, Soochow, China. Ph.B. (Asbury C., Wilmore, Ky.) '14.
- Clark, Theodore Harvey, *a, w, sp*, Hubbard Woods. A.B. (U. of Michigan) '14.
- Clippinger, Walter Gillan, *s*, Westerville, Ohio. A.B. (Lebanon Valley C.) '99; D.B. (Union Biblical Sm.) '03.
- Cochran, Thomas Everette, *s, a, w, sp*, Shepherdsville, Ky. S.B. (Bardstown C.) '05; A.B. (Richmond C.) '11; A.M. '14.
- Collett, George Arthur, *a*, Ottawa, Kan. S.B. (Ottawa U.) '13.
- Compton, Mabel Grace, *s*, Glen Ridge, N.J. A.B. (Barnard C.) '04.
- Conrad, Sherman Harold, *a, w, sp*, Atlantic City, N.J. A.B. (Colgate U.) '12.
- Cooke, Allan Worthington, *s, a, w, sp*, New York, N.Y. Ph.B. '14; Grad. (Nashotah House) '99; D.B. (*ibid.*) '07; A.M. '14.
- Cooke, Arthur Harry, *a, w, sp*, London, England. A.B. (Drake U.) '13.
- Coonradt, Harry Wayne, *a*, Marengo. A.B. (U. of Denver) '14.
- Cordell, Harry William, *s, a, w, sp*, Cincinnati, Ohio. Ph.B. (Tri-State Col., Angola, Ind.) '07; Ph.B. (Hiram C.) '08.
- Coulter, Samuel Henry, *a, w, sp*, Atlantic City, N.J. A.B. (Bucknell U.) '14.
- Crain, William Jerome, *a, w, sp*, Apex, N.C. A.B. (Wake Forest C.) '12.
- Creason, Walter Anderson, *s*, Mocksville, N.C. Ph.B. (Kansas City U.) '13; A.M. (*ibid.*) '14.
- Crusius, Paul Nicholas, *s*, Elmhurst. A.B. (Harvard U.) '09.
- Dadson, Thomas McCosh, *a, w, sp*, Toronto, Ontario, Canada. A.B. (McMaster U.) '06; A.M. (*ibid.*) '09; Th.B. (*ibid.*) '09.
- Daniel, James Walter Wright, *s*, Macon, Ga. A.B. (Wofford C.) '98; A.M. (Vanderbilt U.) '04.
- Davies, Raymond Evan, *w, sp*, Bement. A.B. (U. of Illinois) '14.
- Davis, Bertha Ethe, *sp*, Livonia, Ind. Ph.B. (Franklin C.) '96.
- Davis, Joseph Jonathan, *s*, North Judson, Ind. Ohio Wesleyan U. '05.
- Dawson, Carl Addington, *a, w, sp*, Central Bedeque, P.E.I., Canada. A.B. (Acadia C.) '12.
- Deane, John Pitt, *s, sp*, Beloit, Wis. A.B. (Cornell U.) '90; D.B. (Yale U.) '98.
- Detweiler, Irvin Rutt, *s*, Goshen, Ind. Bethany Bible School '07-'09; A.B. (Goshen C.) '11.
- Douglass, Donald Sawin, *s, a, w, sp*, Chicago. A.B. (Colgate U.) '11; A.M. (*ibid.*) '13; Colgate Theol. Sm. '12-'13.
- Draper, Charles Everett, *s, sp*, Chicago. Ph.B. (Arkansas Conference C.) '13; Garrett Biblical Inst. '13-'14.
- Drucker, Aaron Phineas, *a*, Chicago. A.B. (Columbia C.) '01; A.M. '10.
- Dunham, Chester Forrester, *a, w, sp*, Chicago. Ph.B. '14.

- Engelbrecht, Helmuth Charles, *s*, Chicago. Concordia C., Milwaukee '13; Concordia Sm.
- Eshelman, Earl Emerson, *sp*, Chicago. B.S.L. (Juniata C.) '07; A.B. (Wheaton C.) '12; D.B. (Bethany Bible School) '13.
- Fadner, William Frederic, *a, w, sp*, Appleton, Wis. A.B. (Lawrence C.) '07.
- Fetter, George Campbell, *a, w, sp*, Reading, Pa. A.B. (Bucknell U.) '10; Grad. (Rochester Theol. Sm.) '13.
- Finley, Austin Perry, *s*, Bethany, W.Va. (U. of Kentucky) '05; D.B. (Harvard U.) '08.
- Firth, Charles, *s*, Hillsdale, Mich. S.B. (Bucknell U.) '96.
- Fleming, Daniel Johnson, *a*, Chicago. S.B. (Wooster U.) '98; A.M. (Columbia U.) '03; S.M. '04; Ph.D. '14.
- Flinn, Elizabeth Brewer, *s*, Bryan, Tex. B.A. (Southwestern U.) '02.
- Flinn, Glenn, *s*, Bryan, Tex. B.A. (Southwestern U.) '00; D.B. (Vanderbilt U.) '03.
- Fortune, Alonzo Willard, *s*, Lexington, Ky. A.B. (Hiram C.) '98; A.M. (*ibid.*) '01; D.B. '05.
- Fox, Gresham George, *s*, Fort Worth, Tex. Ph.B. '04; A.M. '14.
- Freimark, Ernest Christian, *s*, Martin, Ohio. Ph.B. '10.
- Gaenssle, Carl, *s*, Milwaukee, Wis. Dip. (Concordia C.) '93; Ph.D. '14.
- Gagnier, Cleora Davis, *s, a*, Beaver Dam, Wis. A.B. (Kalamazoo C.) '05; A.B. '05; A.M. '14.
- Gagnier, James Henry, *s, a*, Beaver Dam, Wis. Ph.B. '08; D.B. '14.
- Garman, Clark P., *s*, Cleveland, Ohio. A.B. (Adelbert C. of Western Reserve U.) '05.
- Garn, Herbert Medbourn, *s*, Canton, Mo. A.B. (Hiram C.) '07; D.B. '08.
- Garner, Mary Virginia, *s*, Grinnell, Ia. L.B. (Galloway C.) '93; S.B. (Vanderbilt U.) '00; Ph.M. '04.
- Garner, Ralph Harriman, *s, a, w, sp*, Grinnell, Ia. A.B. (Grinnell C.) '09; Oberlin Theol. Sm. '13-'14.
- Garrison, John Lee, *w, sp*, Chicago. Ph.B. '14.
- Garrison, Joseph Gail, *s*, Meadville, Pa. A.B. (Pomona C.) '11.
- Gifford, Martha Jane, *s*, Corning, N.Y. Ph.B. (Kalamazoo C.) '10.
- Gilchrist, Vergil Martha, *s*, Moscow, Idaho. B.S. (U. of Idaho) '12.
- Goldberg, David, *s*, Corsicana, Tex. A.B. (Texas Christian U.).
- Graf, Hedwig, *s, a, w*, Cincinnati. A.B. (German Wallace C.) '09; Cincinnati Missionary Training S. '13-'14.
- Greene, Amy Blanche, *s*, Cincinnati, Ohio. A.B. (Miami U.) '07; A.M. '14.
- Greenly, Parris Carlisle, *a, w, sp*, Harrington, Del. A.B. (Hamline U.) '06; D.B. (Drew Theol. Sm.) '09; Northwestern U. '10-'11.
- Gribble, Robert Francis, *s*, Waco, Tex. A.B. (Austin C.) '11; D.B. (Austin Presbyterian Theol. Sm.) '14.
- Griffin, Jasper Harrison, *s, a, w, sp*, Lake City, Fla. A.B. (Columbia C.) '13.
- Grimes, Walter Bruce, *s, a, w, sp*, Chicago. S.B. (Moores Hill C.) '11.
- Gross, Louis Daniel, *s*, Akron, Ohio. H.B. (Hebrew Union C.) '04; U. of Cincinnati.
- Gulick, Joseph Franklin, *s*, Manassas, Va. A.B. (Richmond C.) '10.
- Hafer, Nathaniel Thomas, *s*, Walnut. A.B. (Kalamazoo C.) '95.

- Hall, Wilford Raymond, *s, w*, Marseilles. L.B. (Shurtleff C.) '13.
- Hallock, Rollin Collier, *s*, Cleveland, Ohio. A.B. (Western Reserve U.) '11.
- Hansen, Arthur Joseph, *s, a*, Winthrop, Ia. A.B. (Central U. of Iowa) '10; A.M. '14; D.B. '14.
- Hansen, Lorentz Ingermann, *a, w, sp*, Winthrop, Ia. A.B. (Central U. of Iowa) '10.
- Harkness, Reuben Elmore Ernest, *s, a, w*. A.B. (McMaster U.) '07.
- Hartman, Milo Lloyd, *s*, West Salem, Ohio. A.B. (Otterbein U.) '12; D.B. (Bonebrake Sm.) '14.
- Harvey, Bessie Estelle, *a, w, sp*, LaGrange, Mo. A.B. (Shurtleff C.) '05.
- Hastings, Daniel Adolphus, *s, a, w, sp*, Springfield, Jamaica, B.W.I. A.B. (Butler C.) '13; A.M. '14.
- Hattori, Setsuyoshi, *a, w, sp*, Matsuyama, Japan. A.B. (Cornell C.) '13.
- Hemry, George Watson, *s*, South Bend, Ind. A.B. (Butler C.) '05; A.M. (*ibid.*) '06.
- Herriott, David Paul, *s*, Pittsburgh, Pa. A.B. (Washington and Jefferson C.) '05; LL.B. (George Washington U.) '11.
- Hess, James Milton, *s, a, w*, Boston, Mass. S.B. (U. of Pennsylvania) '09; A.M. '14; D.B. '14.
- Hetherington, Albert Edward, *s*, New Westminster, B.C. A.B. (Manitoba U.) '93; D.B. (Victoria U.) '98.
- Hevesh, Joseph, *a, w, sp*, Chicago. A.M. (Columbia U.) '08.
- Hicks, John Harden, *s, a*, Huckabay, Tex. Grad (Huckabay A.) '06; A.B. (Southwestern U.) '11.
- Higham, Elmo Benton, *a, w*, Milton, Ind. A.B. (Butler C.) '14.
- Hine, Calvin Luther, *s*, Chicago. A.B. (Western Maryland C.) '09; Central Theological Sm., Dayton, Ohio.
- Hines, Herbert Waldo, *s, a, w, sp*, Chicago. A.B. (Harvard U.) '08; A.M. (Harvard U.) '10; D.B. '11.
- Hishikawa, Seiichi, *a, w, sp*, Osaka, Japan. A.B. (Washington U.) '14.
- Hites, Laird Thomas, *sp*, Little Rock, Ark. A.B. (William Jewell C.) '15.
- Hixson, Roy Heber, *s, sp*, Chattanooga, Tenn. Maryville C. '08-'10.
- Hodgson, James, *s, a, w*, Manchester, England. Manchester Baptist C. '08; A.B. (Colgate U.) '14; Colgate Theol. Sm. '14.
- Hoffman, Russell Conwell, *a, w, sp*, Cheltenham, Pa. A.B. (Bucknell U.) '12.
- Hogan, Luther Rice, *s*, Rome, Ga. A.B. (Mercer U.) '94.
- Holman, Charles Thomas, *s, w*, Medicine Hat, Alberta, Canada. A.B. (McMaster U.) '09; A.M. (*ibid.*) '10.
- Hopper, Nannie Flickner, *s*, Indianapolis, Ind. St. Louis High School '00; Normal Bible C. of Missouri, one year.
- Huegel, Fred Julius, *a*, Hannibal, Mo. A.B. (U. of Wisconsin) '11; A.B. (*ibid.*) '14.
- Hummel, Arthur William, *s*, Nashville. A.B. '09; A.M. '11; D.B. '14.
- Hurlburt, Joseph Sage, *s*, Freedom Station, Ohio. A.M. (Denver U.) '06; S.T.B. (Boston School of Theology) '14.
- Igler, Frederick Bentley, *a, w, sp*, Scranton, Pa. A.B. (Bucknell U.) '12.
- Imhof, John Lee, *w, sp*, Waterloo, Ind. A.B. (Tri-State C.) '07; A.B. (Drake U.) '10.

- Jacobsen, Lewis, *s*, Selma, Cal. A.B. (William Jewell C.) '13; Rochester Theol. Sm. '13-'14.
- James, Delos Annette, *a, w, sp*, Edgewater, Colo. A.B. (U. of Denver) '11; A.M. (*ibid.*) '12.
- Jenkins, Stephen Elliott, *s*, McRae, Ga. A.B. (Emory C.) '10.
- Jennings, Isaac Franklin, *a, w, sp*, Chicago. A.B. (Ottawa U.) '12.
- Jensen, Howard Eikenberry, *w, sp*, Herington, Kan. A.B. (State U. of Kansas) '14.
- Johnson, Harry Walter, *a, w, sp*, Oakland, Neb. A.B. (Nebraska U.) '12.
- Johnson, Thomas Neil, *s*, Raleigh, N.C. A.M. (Wake Forest C.) '98; Newton Theol. Inst.
- Kawaguchi, Ukichi, *s, a, w*, Wakayama, Japan. A.B. (William Jewell C.) '09; Grad. (Rochester Theol. Sm.) '11; Ph.D. '14.
- Kelly, George Luther, *s*, Lebanon, Va. A.B. (Emory and Henry C.) '07; A.M. '14.
- Kessler, Charles Milton, *s*, Eaton, Colo. Grad. English Theology (Southern Baptist Theol. Sm.) '02.
- Kirkpatrick, John Ervin, *s*, Topeka, Kan. D.B. (Chicago Theol. Sm.) '95; A.M. (Yale U.) '06; Ph.D. (Hartford Theol. Sm.) '08.
- Koch, Clinton Humboldt Stegner, *a*, St. Paul, Minn. A.B. (Hamline U.) '05.
- Kotkov, Wilfred Phinehas, *s*, Chicago. Regents Cert. (New York City); Rabbinical School, Russia.
- Krueger, Amy Ella, *a, w, sp*, Charles City, Ia. A.B. (Charles City C.) '09.
- Kuhn, Albert, *s*, Dubuque, Ia. A.B. (Macalester C.) '06.
- Kuring, Adolf, *s, a, w, sp*, Chicago. A.B. '12; Grad. (German Theol. Sm., St. Louis).
- Lager, Carl Herman, *s, a, w, sp*, Stockholm, Sweden. D.B. (Newton Theol. Inst.) '09; S.T.M. (*ibid.*) '12; A.M. (Colgate U.) '13.
- Laidman, Charles Stanley, *a, w, sp*, Glanford Station, Ontario, Canada. A.B. (U. of Manitoba) '05; D.B. (Wesley C., Wesley) '05.
- Lane, Elmer Burr, *a, w, sp*, Mount Vernon, Ia. S.B. (Cornell C.) '10.
- Latham, Harris Learner, *s, a, sp*, Winfield, Kan. A.B. (Illinois Wesleyan U.) '98; A.M. (James Millikin U.) '01; D.B. (Cumberland U.) '01; S.T.M. (Hartford Theol. Sm.) '02; A.M. '09.
- Lauer, Ernest, *a, w, sp*, Evanston. A.B. (Iowa Wesleyan C.) '08; A.M. (Northwestern U.) '14.
- Law, Charles Homer, *s*, Salesville, Ohio. A.B. (Ohio Wesleyan U.) '10; S.T.B. (Garrett Biblical Inst.) '12; A.M. '13.
- Lawler, Hiram Festus, *s*, Green Valley. S.T.B. (Garrett Biblical Inst.) '02; A.B. (Northwestern U.) '09.
- Leath, James Oscar, *s, a, w, sp*, Meridian, Tex. A.B. (Southwestern U.) '08; A.M. (*ibid.*) '09; A.M. '14.
- Lee, Charles Otis, *s, a, w, sp*, Chicago. A.B. (Butler C.) '09; A.M. (*ibid.*) '11.
- Levinger, Lee Joseph, *s*, Paducah, Ky. Ph.B. '09.
- Levy, Felix Alexander, *s, w, sp*, Chicago. A.B. (C. of the City of New York) '04.
- Li, Jung Fang, *s*, Peking, China. A.B. (Peking U.) '12; A.M. (*ibid.*) '13.
- Linfield, Harry, *s*, Fort Scott, Kan. Rabbi (Jewish Orthodox Theol. Sm., New York) '09.

- Lively, James Marion, *s*, Chicago. A.B. (James Millikin U.) '11; A.M. '14; D.B. '14.
- Lockhart, William Stockton, *s*, Houston, Tex. A.B. (Christian U. of Missouri) '01; D.B. (Drake U.) '06; A.M. '08.
- Lockwood, Walter Thomas, *a, sp*, Dundee. A.B. (Hillsdale C.) '10.
- Lyon, Will Ferson, *s, a, w*, Elkhorn, Wis. A.B. (Oberlin C.) '11.
- Lyons, Austin Wesley, *s*, Niles, Mich. A.B. (U. of Denver) '10; A.M. (*ibid.*) '12.
- McClelland, Stewart Winning, *s*, Chicago. S.B. (Denison U.) '12; Oberlin Theol. Sm. '12-'13; McCormick Theol. Sm.
- McCown, Chester Charlton, *s*, Chicago. A.B. (DePauw U.) '98; D.B. (Garrett Biblical Inst.) '02; University of Heidelberg '06-'07; U. of Berlin '08; Ph.D. '14.
- MacCrimmon, John Roderick, *s*, Jarvis, Ontario, Canada. A.B. (Queen's C., Kingston) '06; D.B. (*ibid.*) '09; A.M. (McGill U., Toronto) '09.
- McDaniel, Asa, *s*, Zanesville, Ohio. L.B. (Hiram C.) '00.
- Macdougall, William Charles, *a, w, sp*, Jubbulpore, India. A.B. (Hiram C.) '02.
- McKendry, James Banford, *a, w, sp*, Ontario, Canada. A.B. (McMaster U.) '10; Th.B. (*ibid.*) '12.
- McKinney, Paul Judson, *w, sp*, Appleton, Wis. Lawrence C. '10-'13.
- McKnight, Thomas Copeland, *s*, Chicago. A.B. (Amity C.) '08; Reformed Presbyterian Sm. '08-'11.
- Malmberg, Luther, *s*, St. Peter, Minn. A.B. (Bethany C.) '98.
- Malone, Dumas, *s*, Cuthbert, Ga. A.B. (Emory C.) '10.
- Mangum, P. Damon, *w*, Knoxville, Tenn. A.B. (Ewing C.) '09; Rochester Theol. Sm. '08; Colgate U. '05-'07.
- Marsh, Clark Herbert, *s*, Monrovia, Cal. A.B. (Eureka C.) '05.
- Marshall, Chester Arthur, *s, a*, Mokena. A.B. (U. of Illinois) '07; D.B. '14.
- Marshall, Frank Hamilton, *sp*, Enid, Okla. S.B. (Butler C.) '88; A.B. (*ibid.*) '90; A.M. (*ibid.*) '91.
- Martell, George Arthur, *s, a, w, sp*, Berkeley, Cal. A.B. (Howard U.) '98; D.B. (Newton C.) '04; A.M. (U. of California) '13.
- Martin, Alice Sarah, *a, w, sp*, Normal Park. Ph.B. '07; Ph.M. '09.
- Mather, Arlen Raymond, *s*, Indianapolis, Ind. S.B. (Franklin C.) '10.
- Mathes, Lena Boyce, *a, w*, Chicago. Ph.B. '11; A.M. '11; D.B. '13.
- Mathews, Dowdy Roy, *s, a*, Lexington, Ky. College of Bible, Lexington, Ky. '10; D.B. (Rochester Theol. Sm.) '13.
- Matthaei, Milton Henry, *s*, Evanston. A.B. (Central Wesleyan C.) '10.
- Mattill, Peter Milton, *s, a, w, sp*, Inza, Mo. S.B. (Northwestern C.) '12.
- Maynard, John Albert, *s, a, w, sp*, Chicago. Sc.B. (U. of Paris) '01; Ph.B. (*ibid.*) '06; D.B. (*ibid.*) '09; A.M. '14.
- Meek, Theophile James, *s*, Decatur, Ill. A.B. (U. of Toronto) '03; D.B. (McCormick Theol. Sm.) '09; U. of Marburg '06; U. of Berlin '06-'08; Jerusalem '08.
- Meredith, William Vergil, *s*, Esbon, Kan. A.B. (Kansas Wesleyan U.) '13.
- Merrifield, Roy Wilson, *s*, Jeffersonville, Ind. A.B. '03; D.B. '06.
- Meske, Fred Louis von, *s*, Chicago. D.B. (Chicago Theol. Sm.).
- Miller, Ray Norris, *s, a*, Evanston. S.B. (Illinois Wesleyan U.) '11; A.M. '14.

- Mitchell, John Forbes, *s*, Chicago. A.B. (Durham) '06; Aberdeen U., England, '00-'01; Dorchester C., England '05-'07.
- Moncrieff, Jesse Edwin, *s, a, w, sp*, Otsego, Mich. S.B. (Shurtleff C.) '09; A.M. (U. of Illinois) '10.
- Montgomery, Cornelia Ainsworth, *s, a, w, sp*, Chicago. A.B. (U. of Cincinnati) '01; A.M. '11.
- Moore, Mildred, *a, w, sp*, Chicago. A.B. (Wellesley C.) '14.
- Moses, Jasper Turney, *s, sp*, Fowler, Colo. A.B. (Butler C.) '03.
- Mueller, Theodore Albert, *s, a, w, sp*, Milwaukee, Wis. Grad. (Concordia C.) '10; Grad. (Concordia Sm.) '13.
- Murakami, Seiichi, *s, a, w, sp*, Tokyo, Japan. A.B. (DePauw U.) '13.
- Murphy, Elam Turner, *s*, Chicago. A.B. (Wabash C.) '99; A.M. (U. of Indiana) '02.
- Mutschmann, Ernest E., *s*, Bellevue, Ia. Wartburg C. '00; Wartburg Theol. Sm. '03; Chicago Lutheran Sm. '08.
- Nay, Sanford Warren, *s*, Gary, Ind. S.B. (Canton, Mo.) '98.
- Newsom, John Weaver, *s*, Sarnia, Ontario, Canada. A.B. (Mercer U.) '00; D.B. (Rochester Theol. Sm.) '08.
- Nichols, Helen Hawley, *s*, Chicago. A.B. (Marietta C.) '06; Ph.D. (Bryn Mawr C.) '10.
- Oldham, George Warren Frederick, *s*, Chicago. A.B. (Howard U.) '10; D.B. (*ibid.*) '12.
- Orvis, Susan Wealthy, *w, sp*, Dubuque, Ia. Ph.B. (Iowa C.) '00; Chicago Theol. Sm. '09.
- Ostergren, Ralph Chester, *a, w, sp*, Gladstone, Minn. A.B. (U. of Minnesota) '12.
- Oxtoby, Frederic Breeding, *s*, Chicago. A.B. (U. of Michigan) '05; D.B. (McCormick Theol. Sm.) '08; Berlin U. '08; Marburg U. '09; A.M. '14.
- Palmer, Antoinette, *s*, Chicago. Ph.B. '11.
- Palmer, John Hector, *s*, Palmer, Mass. A.B. (Brown U.) '04; A.M. (*ibid.*) '09; D.B. '11.
- Parkinson, Gilbert Gordon, *s*, Due West, S.C. A.B. (Erskine C.) '91.
- Parrott, Herbert Irving, *s*, Chicago.
- Parrott, Julia Emily, *a*, Mandalay, Burma. Ph.B. (Franklin C.) '93.
- Patrick, Florence Margaret, *s*, Chicago. Mt. Holyoke '09-'10; Wellesley '10-'12.
- Patten, Helen Prindle, *sp*, Evanston. A.B. (Northwestern U.) '12.
- Peacock, William John, *s*, Mount Carroll. L.B. (Denison U.) '91; D.B. '07.
- Porter, David Knox, *s*, Sherman, Tex. S.B. (Southwestern U.) '98.
- Powell, Nathan, *s, a, w*, Dallas, Tex. A.B. (Vanderbilt U.) '94; D.B. (Yale Divinity School) '06; U. of Göttingen '96-'97.
- Price, Maurice Thomas, *a, w, sp*, Chicago. A.B. '10; Oberlin C. '10-'11; A.M. '14.
- Rasp, Conrad Daniel, *w, sp*, McPherson, Kan. A.B. (McPherson C.) '10.
- Reed, Henry Thomas, *a*, Greenville, Ky. A.B. (Kentucky Wesleyan U.) '06; D.B. (Vanderbilt U.) '06; A.M. '11.
- Reese, Curtis Williford, *s*, Alton. Th.G. (Southern Baptist Theol. Sm.) '10; Ph.B. (Ewing C.) '11.

- Reeve, James Josiah, *s, a, w, sp*, Guelph, Ontario, Canada. A.B. (McMaster U.) '94; Th.B. (*ibid.*) '96; D.B. '98.
- Regier, Cornelius C., *a, w, sp*, Moundridge, Kan. A.B. (Kansas U.) '11; A.M. (*ibid.*) '12.
- Rennison, Coverdale Smith, *s, a, w, sp*, Chicago. A.B. (Central U.) '04; A.M. '14.
- Richer, Benjamin Franklin, *a, w*, Peru, Ind. A.B. (Otterbein U.) '11.
- Rigell, William Richard, *a, w, sp*, Slocomb, Ala. A.B. (Howard C.) '13.
- Riney, Earl Alvin, *a*, Amboy. A.B. (William Jewell C.) '08; A.M. (*ibid.*) '10; D.B. '14.
- Ritchey, Charles James, *s, a, w, sp*, Mount Sterling. A.B. (Drake U.) '10; A.M. (*ibid.*) '11; A.M. (Yale U.) '13.
- Ritenour, William Harrison, *a*, McKees Rocks, Pa. A.B. (Bethany C.) '11; A.M. (Yale U.) '13; D.B. (*ibid.*) '13.
- Roberts, John William, *sp*, Burlington, Wis. A.B. (Harvard U.) '91; A.M. (*ibid.*) '92.
- Robertson, Lillian May, *s*, Spokane, Wash. A.B. (Albany C.) '86; A.B. (Monmouth C.) '92.
- Robinson, Willard Haskell, *a, w, sp*, Chicago. A.B. '09.
- Rolo, Arthur Allen, *s*, Homerville, Ohio. A.B. (Ohio Wesleyan) '12.
- Rosenbaum, David, *s*, Austin, Tex. Ph.B. '05; A.M. '13.
- Rucks, Archie Rudolph, *a, w, sp*, Crossville, Ala. A.B. (Birmingham C.) '14.
- Ruff, Robert Homric, *s*, Chester, Miss. A.B. (Millsaps C.) '10; A.M. (*ibid.*) '10.
- Rust, Henry Lubbers, *a, w, sp*, Sheffield, Ia. A.B. (Des Moines C.) '14.
- Sayles, Ernest Ernschal, *w, sp*, Brantford, Canada. A.B. (McMaster U.) '12; Th.B. (*ibid.*) '14.
- Scambler, Arthur George, *a, w, sp*, Des Moines, Ia. A.B. (Drake U.) '14.
- Schermerhorn, William David, *s, a*, Evanston. A.B. (Kansas Wesleyan U.) '99; S.T.B. (Garrett Biblical Inst.) '04; A.M. '14.
- Schrammel, Henry, *s*, Aurora, Minn. A.B. (Northwestern C.) '12.
- Schuster, Rudolph Samuel, *s*, Chicago. A.B. '12.
- Scott, Clinton Lee, *s*, Northfield, Vt. A.B. (Tufts U.) '13.
- Scott, Kate Frances, *a, w*, Marengo. Ph.B. (U. of Wooster) '12.
- Sellers, Ovid Rogers, *s*, Lexington, Mo. A.B. '04.
- Sentelle, Mark Edgar, *s*, Davidson, N.C. A.B. (Davidson C.) '94; A.M. (Yale U.) '07.
- Severn, Hermon Harrison, *s*, Hillsdale, Mich. A.B. (Denison U.) '97.
- Sharrard, James Alfred, *w, sp*, Toronto, Ontario, Canada. A.B. (Toronto U.) '04; A.M. (*ibid.*) '04; Dip. (Knox C.) '07; D.B. (Knox C.) '11.
- Shattuck, Marquis Emmett, *s*, Pontiac, Mich. A.B. (Albion C.) '12.
- Shelton, William Arthur, *s*, Oklahoma City, Okla. A.B. (Hargrove C.) '05; D.B. (Yale U.) '08; A.M. (*ibid.*) '08.
- Shipley, Ferdinand Ammon, *s*, Evanston. A.B. (DePauw U.) '13.
- Sigmond, Richard O., *a*, Chicago. S.B. (Northwestern U.).
- Simmons, William Walter, *s*, Evansville, Ind. A.B. (Ruskin Cave C.) '10.
- Simpson, John Fisher, *s*, Sherwood, Tex. A.B. (Southwestern U.) '09; United Free Church C.; U. of Glasgow; U. of Marburg; Leipzig U. '12-'13.

- Sims, David Henry, *s*, Macon, Ga. A.B. (Oberlin C.) '09; D.B. (*ibid.*) '12.
- Slaton, Arthur Wakefield, *s, a, w, sp*, Morgan Park. A.B. (William Jewell C.) '08; D.B. (Rochester Theol. Sm.) '12.
- Slaton, Samuel Toliver, *s*, Birmingham, Ala. S.B. '12.
- Smart, Wyatt Aiken, *s*, Charlottesville, Va. A.B. (Vanderbilt U.) '04; D.B. (Union Theol. Sm.) '07.
- Smith, George Byron, *s*, Iberia, Mo. A.B. (Knox C.) '89; A.M. (*ibid.*) '92.
- Smith, Joseph Ryerson, *sp*, Marlette, Mich. Ph.B. (Adrian C.) '10; D.B. (Chicago Theological Sm.) '14.
- Smith, Josephine Elizabeth, *a, w, sp*, Lawson, Mo. Lawson C. '09; A.B. (Central C. for Women) '12.
- Smith, Mrs. Mabel White, *s*, Iberia, Mo. S.B. (Knox C.) '89.
- Smith, Mart Gary, *a, w, sp*, Batesburg, S.C. A.B. (Texas Christian C.) '06; A.M. (Philip U.) '09; D.B. (Drake U.) '12.
- Soares, Victor Everard, *w*, Elgin. LL.B. (U. of Minnesota) '01.
- Solandt, Andrew Walter, *a, w, sp*, Fairfield, Neb. A.B. (Washburne C.) '13; A.M. '14.
- Sommerville, Charles William, *s*, Clarksville, Tenn. A.B. (Hampden-Siding C.) '90; B.S. (*ibid.*); A.M. (*ibid.*) '96; D.D. (*ibid.*) '07; Ph.D. (Johns Hopkins) '99.
- Sprouse, Claude Willard, *sp*, Richmond. Ph.D. '14.
- Stafford, LeRoy Hahn, *w, sp*, North Lima, Ohio. A.B. (Heidelberg U.) '06; A.M. (Princeton U.) '10; D.B. '13.
- Stark, Lewis Arthur, *a, w, sp*, Aurelia, Ia. A.B. (U. of Wisconsin) '11; A.M. (*ibid.*) '12.
- Steiner, Jesse Frederick, *s, a, w, sp*, Sendai, Japan. A.B. (Heidelberg U.) '01; A.M. (Harvard U.) '13; Heidelberg Theol. Sm. '05.
- Stephens, Charles Burton, *a, w*, Chalmers, Ind. A.B. (William Jewell C.) '02; A.M. (*ibid.*) '13; D.B. (Rochester Theol. Sm.) '05.
- Stevens, Charles Franklin, *s*, Trenton, Mo. A.B. (Central C.) '06.
- Stewart, Stephen Alexander, *a, w, sp*, Hiroshima, Japan. A.B. (Trinity C.) '00; A.M. (*ibid.*) '04; D.B. (Yale U.) '06.
- Stivender, James Calvin, *s, a, w, sp*, Akron, Ala. A.B. (Howard C.) '13.
- Stock, Harry Thomas, *s*, Springfield, Ill. A.B. (Knox C.) '14.
- Sutton, George Sylvester, *s*, Tahlequah, Okla. A.B. (Illinois Western U.) '10; S.B. (Valparaiso U.) '98.
- Svenson, Ernest Gothard, *s*, Chicago. Ph.B. '13.
- Takatani, Jitsutaro, *a, w, sp*, Tokyo, Japan. Ph.B. (Denison U.) '11; A.M. '12; D.B. '14.
- Talbot, Freeman Henry, *s*, Tower City, N.D. A.B. (Fargo C.) '14.
- Tenison, Samuel Alfred, *w*, Hillsboro. S.B. (James Millikin U.) '14.
- Thomas, James Harold, *a, w, sp*, Eureka, Mont. Ph.B. (Denison U.) '08.
- Thompson, Clifford Griffith, *s*, Bogart, Ga. S.B. (Young-Harris C.) '03.
- Thompson, Rosa Tanner, *s*, Ridgeville, Ind. Grad. (Oklahoma Women's C.) '13.
- Tiller, William Thomas, *s*, Samson, Ala. A.B. (Southern U.) '07.
- Tilley, William Albert, *a, w, sp*, Toronto, Ontario, Canada. A.B. (McMaster U.) '10; Th.B. (*ibid.*) '12.
- Tschan, Francis Joseph, *s*, Chicago. A.B. (St. Ignatius C.) '01; A.M. (*ibid.*) '04.

- Tsuji, Tadayoshi, *a, w*, Kitamatowa, Nagasaki, Japan. A.B. (Waseda U.) '08; D.B. (Pacific Theol. Sm.) '13.
- Van Deman, Roy Lee, *s*, Indianapolis, Ind. A.B. (Franklin C.) '96; Grad. (Rochester Theol. Sm.) '99; D.B. '12.
- Vaughan, David Davies, *s*, Aurora. S.B. (Northwestern U.) '00.
- Vazakas, Alexander Aristidis, *s, a, w, sp*, Chicago. A.B. (U. of New York) '04; Grad. (Union Theol. Sm.) '06; A.M. (Columbia U.) '10.
- Wallace, Herbert Truman, *s*, Kingston, Ontario, Canada. A.B. (U. of Toronto) '02; D.B. (Queen's U.) '06; Ph.D. (*ibid.*) '09.
- Wardle, Addie Grace, *s, a, w*, Cincinnati, Ohio. A.B. (Cornell C.) '96; A.M. (*ibid.*) '01; D.B. '09.
- Warner, Carmi Lewis, *sp*, Berwyn. S.B. (Denison U.) '13.
- Waters, Baxter, *s*, Lathrop, Mo. A.B. (Christian U.) '94; D.B. (Yale Divinity S.) '99.
- Watson, Arthur Clinton, *a*, London, Ontario, Canada. A.B. (McMaster U.) '01.
- Watts, Clyde Franklin, *sp*, Lancaster, Ky. S.B. '14.
- Wearing, Thomas, *a, w, sp*, Toronto, Canada. A.B. (McMaster U.) '09; Th.B. (*ibid.*) '11; D.B. (*ibid.*) '12; A.M. (*ibid.*) '14.
- Weber, William Albert, *s*, Cleveland, Ohio. A.B. (Otterbein U.) '06; D.B. (Bonebrake Theol. Sm.) '09; Union Theol. Sm. '10-'11.
- Webster, Charles Herbert, *w*, LaPine, Ala. A.B. (Southern U.) '04; D.B. (Vanderbilt U.) '10.
- Weyand, Lorenzo Dow, *s, a, w, sp*, Sycamore. A.B. (Grand Island C.) '06; D.B. (Rochester Theol. Sm.) '10; A.M. '14.
- Whitcomb, Elmer Baughn, *a, w, sp*, Elwood, Ind. A.B. (Franklin C.) '12; Newton Theol. Inst. '12-'13.
- White, John P., *s*, Winfield, Kan. A.B. (Southwestern C.) '11.
- White, Robert Herman, *sp*, Chicago. A.B. (Nebraska Wesleyan U.) '06.
- Whyman, George Wesley, *s*, Edon, Ohio. A.B. (Ohio Wesleyan U.) '07.
- Wilcox, Edwin Francis, *s*, Fort Smith, Ark. A.B. (Fairmount C.) '01.
- Wilcox, Mary O'Brien, *s*, Fort Smith, Ark. A.B. (Fairmount C.) '01; A.B. '08.
- Wilkins, James, *s, a, w, sp*, Winnipeg, Manitoba, Canada. A.B. (Manitoba U.) '11; Wesley C. '11-'12.
- Wilson, Gold Refined, *w*, Hickory, Va. A.B. '14.
- Wilson, Mary Anna, *sp*, Hall, N.Y. A.B. (Vassar C.) '09.
- Wimmer, Albert Bruce, *s*, Chicago. A.B. (Central U. of Iowa) '11.
- Wishart, John Elliott, *s*, Xenia, Ohio. A.B. (Monmouth C.) '89; A.M. (*ibid.*) '94; D.B. (Allegheny Theol. Sm.) '92; D.D. (Monmouth C.) '05.
- Witmer, Clayton Clark, *s, a, w, sp*, Mount Joy, Pa. Ph.B. (Franklin and Marshall C.) '12; A.M. '14.
- Wolfe, Frederic Fay, *s*, Ortonville, Mich. A.B. (Albion C.) '02; S.T.B. (Boston U.) '08.
- Wolfe, James Ernest, *s, a, w, sp*, Whiting, Ind. Ph.B. '14.
- Woodburne, Angus Stewart, *a, w*, London, Canada. A.B. (McMaster U.) '06; A.M. (*ibid.*) '10.
- Worthmann, Friedrich Henry, *s*, Chicago. Concordia C., Milwaukee '13; Concordia Sm.

- Yabe, Kiyoshi, *s*, Fukushimaken, Japan. S.B. (Otterbein U.) '12; A.M. '13; D.B. '14.
- Yaskevich-Hanunian, Adam Myriam Theodore, *s, a*, Lemburg, Austria. Div.-Licentiat (U. of Lemberg, Austria) '09; D.B. '14.
- Yost, Jesse James, *s*, Beaman, Ia. A.B. (Albion C.) '06; Dip. (Garrett Biblical Inst.) '00.
- Zaugg, Elmer Harry, *a, w, sp*, Sendai, Japan. A.B. (Heidelberg U.) '03; Heidelberg Theol. Sm. '06.
- Zeller, Julius Christian, *s*, Tacoma, Wash. A.B. (U.S. Grant U.) '03; A.B. '04; D.B. '04.

MEN—302

WOMEN—36

TOTAL—338

 THE UNCLASSIFIED DIVINITY STUDENTS

- Allemon, Franklin Eugene, *s, a, w, sp*, Chicago. Lake Forest C. '06-'09; McCormick Theol. Sm. '09.
- Benthien, Elizabeth Margaret, *s*, Mexico City, Mex. Ph.B. '15.
- Black, Guy Harrison, *sp*, Marion, Ind. Garrett Biblical Inst. '15.
- Booth, Claude Olin, *a, w, sp*, Chicago. Southern Baptist Theol. Sm.; Lewis Inst. '05-'07.
- Chandler, Virginia Huelster, *a, w, sp*, Chicago. State Normal, Farmington, Mass. '04-'05; Michigan State Normal Sm. '07-'12.
- Cunningham, Edwin Bowman, *a, w, sp*, Mount Vernon. LaPlata, Mo., Hs.; Lombard C.
- Dye, George Rector, *s*, Canandaigua, N.Y.
- Forsander, John Philip, *w*, Chicago. Public School.
- Freund, Michael, *s*, Cincinnati, Ohio. Preparatory Rabbinical Sm., Russia, '00-'04; West Night Hs., Cincinnati '08-'09; Primary S. Teachers' Cert.
- Georgi, Carl Gustave, *s*, Chicago. Grad. (Brekum C., Germany); Grad. (Gettysburg Sm.) '10.
- Hersfield, Thomas William, *sp*, Manchester, England. Whalley Collegiate S. '05.
- Hixson, Bertha Clay, *s, sp*, Chattanooga, Tenn. Royston Hs. '06; Georgia State Normal S.
- Israel, James Woss, *s*, Waco, Tex. Greenville and Tusculum C., three years; Wake Forest C.; Baylor U.
- Iverson, Andreas, *s, a, w*, Chicago. D.B. (Chicago English Lutheran Sm.) '13.
- Jensen, Blanche Eldora, *sp*, Herington, Kan. Kansas State Normal S. '09-'10; U. of Kansas '14.
- Johnson, John Andrew, *sp, s*, Chicago. Swedish Theological Sm. '01-'05; Garrett Biblical Inst. '07-'09.
- Jones, Francis Price, *s, w, sp*, Evanston. Platteville Normal S. '07-'10; Garrett Biblical Inst. '11-'14.
- McCaffrey, Vander Tarpley, *w, sp*, Talladega, Ala. Birmingham C. '03-'06; Vanderbilt U. Theol. Dept. '05-'10.
- Massillamani, Asirvathem David, *a, w*, Madura, South India. Pasumalai C. '97-'98.

Nakanishi, Sadao, *sp*, Hita Bungo, Japan. Theological C. of Japan.
 Phelan, John Joseph, *s, a, w, sp*, New Bedford, Mass. Gordon School, Boston
 '86; Colby A.N.R. '97-'00; Crozer Theol. Sm. '00-'03.
 Rood, Hattie Maud, *s*, Chicago. Dip. (Moody Bible Inst.) '07; Chicago Training
 S. '10.
 Smith, Elmer Claude, *a, w*, Philipsburg, Mont. Presbyterian Theol. Sm., Omaha
 '09.
 Waller, Milo Stephen, *s*, Chicago. Hillsdale C. '81-'83; *ibid.* '93-'96.

MEN—19

WOMEN—5

TOTAL—24

THE ENGLISH THEOLOGICAL SEMINARY

SUMMER STUDENTS

Baer, George Stanley, *s*, Allentown, Pa. A.B. (Franklin and Marshall C.) '03;
 Eastern Theol. Sm.
 Barlow, William, *s*, Washington, D.C. English Dept., Colgate Theol. Sm. '13-'14.
 Booth, Herbert Richard Charles, *s*, Meadville, Pa. Rathmines C., Dublin,
 Ireland '08-'09.
 Bosold, Franz Gotthilf Carl August, *s*, Deerfield. Eden C., St. Louis, Mo. '90.
 Byrnes, William Edward, *s*, Carlinville. Baylor U. '07, '08.
 Campbell, George Calvin, *s*, Chicago. Hiram C. '92-'93.
 Ellenwood, Everett Dean, *s*, Chicago. Grad. (Wakefield, Kan., Hs.) '91.
 Feldman, Jesse Hugo, *s*, Cincinnati, Ohio. Hebrew Union C. '11-'14.
 Garn, Lucile Woodward, *s*, Chicago. Hiram C.
 Glazier, James Marvin, *s*, Green Cove Springs, Fla. Grad. (Conference Corre-
 spondence Course of Study, Auspices Biblical Faculty, Vanderbilt U.);
 Southern C. '01-'03; Emory C. '04.
 Goldenstein, Raphael, *s*, Cincinnati, Ohio. Allen Preparatory S., Portland '11;
 U. of Cincinnati '14.
 Gray, Charles Raymond, *s*, Ardmore, Okla. Southwestern U. '97; Vanderbilt
 U. '08-'11.
 Green, John Frederick Carl, *s*, Krattper Holsdorf, Germany. Shurtleff C. '13-'14.
 Greenway, Charles Thomas, *s*, Chicago. Buena Vista C. '06-'10; George Wash-
 ington U. '10-'11; Wooster U. '12.
 Hicks, Bessie Martin, *s*, Huckabay, Tex. John Tarleton C. '03-'04; Fort
 Worth Polytechnic C. '10.
 Hill, Pleasant Solomon, *s*, Wilberforce, Ohio. D.B. (Payne Sm.) '04.
 Holsberg, Abraham, *s*, Brooklyn, N.Y. Commercial Hs., Brooklyn; Hebrew
 Union C. '10.
 Howell, Martha Rose, *s*, Indianapolis, Ind. Jeffersonville Hs. '96; Baptist
 Missionary Training S. '12-'13; Indiana State Normal S. '02; Southern
 Baptist Theol. Sm.
 Hudson, Howard, *s*, Berea, Ky. Berea College.
 Knight, Charles Spurgeon, *s*, Berea, Ky. Westfield A. '99-'00; Scranton
 Correspondence School of Electricity '01-'02; Moody Inst. '03-'06; Fenn
 School of Expression '04-'06.

- Kumnick, Henry Herman, s, Forest Park. Concordia C. '05-'11; Concordia Sm. '11-'14.
- Kusama, Acer Shiko, s, Nagano-Ken, Japan. U. of Wisconsin '12-'14.
- Leibert, Julius, s, Cincinnati, Ohio. U. of Cincinnati '11-'13.
- Liang, Tu Hung, s, Peking, China.
- Lockhart, Lois Cosy, s, Chicago. Dip. (Drake U.) '06.
- McMurry, George Jefferson, s, San Francisco, Cal. Southern Baptist Theol. Sm. '12-'13.
- Mayer, Fred Emanuel, s, Frankenmuth, Mich. Concordia C., Milwaukee '11; Concordia Sm. '11-'12; *ibid.* '13-'14.
- Nagaya, Tatsuo, s, Tokyo, Japan. Western Theol. Sm. '13-'14.
- Nelson, Arthur Emanuel, s, Chicago. Swedish Inst., Chicago Theol. Sm.
- Nord, Simon Robert, s, Chicago. Swedish Inst., Chicago Theol. Sm.
- Parr, Leland Wilbur, s, Newman. Bloomington, Ill., Hs. '10.
- Richmond, Harry Raymond, s, Cincinnati, Ohio. Grad. (Walnut Hills Hs.) '12; Hebrew Union C. '09-'12.
- Roberts, Susan Ada, s, Kansas City, Mo. Kennedy School of Missions '14; Kirksville, Mo., Normal School '00.
- Rosen, Jerome, s, Cincinnati, Ohio. Hebrew Union C.; U. of Cincinnati '12-'13.
- Schalow, Berthold Erich, s, Teterow, Germany. Theol. Sm., Kropp; Meadville Theol. Sm.
- Schroeder, Peter Reuben, s, Berne, Ind. Mount Lake, Minn., Parochial School '02-'04; A.B. (Bethel C.) '12.
- Settle, Myron Curtis, s, Topeka, Kan. Butler C.
- Silver, Abba Hillel, s, New York, N.Y. Hebrew Union C.; U. of Cincinnati.
- Simpson, Grace, s, Sherwood, Tex. Giddings Hs. '98-'08.
- Smith, James Forsythe, s, Storm Lake, Ia. McCormick Theol. Sm.
- Sorenson, Johanna Frederikki, s, Selma, Cal. Baptist Missionary Training S. '14.
- Stark, William Shela, s, Chicago. Roger Williams C. '02-'08; Moody Bible Inst. '13-'14.
- Stermont, Sigurd Winfield, s, Indianapolis, Ind. Butler C. '09-'13.
- Stone, Fred Denton, s, Dixon. Garrett Biblical Inst. '06-'07.
- Vaughan, Elzie Wiley, s, Harvey. Chicago Training S. for Home and Foreign Missions, M.E. '01; John Marshall Hs. '96-'98.
- Waters, George Henry, s, Chicago. Chicago Theol. Sm. '12-'15.
- Weidhaas, Walther E., s, Germany.
- White, Neal Alexander, s, Culloden, Ga. Young-Harris C. '98-'02.
- Wolfe, Mrs. Grace Louise, s, Ortonville, Mich.
- Zastrow, Gustave Henry, s, Humboldt, Ia. D.B. (Meadville Theol. Sm.) '10.

MEN—41

WOMEN—9

TOTAL—50

THE LAW SCHOOL

RESIDENT GRADUATES

- Parker, Walter Miller, *s, a, w, sp*, Huntington, W.Va. A.B. (West Virginia U.) '07; J.D. '15.
 Smith, Walter Henry, *s, a, w, sp*, Whiting, Ind. Ph.B. '13; J.D. '15.

THIRD-YEAR STUDENTS

- Appel, Vallee Orville, *s*, Chicago. Ph.B. '11; LL.B. (Harvard U.) '14.
 Beebe, Raymond Nelson, *a, w, sp*, Wever, Ia. A.B. (State U. of Iowa) '12.
 Bills, Benjamin Franklin, *s*, Geneseo. Ph.B. '11.
 Black, Frank B., *s, a, w*, Chicago.
 Bliss, Arnold Faust, *a, w, sp*, Huron, S.D. S.B. (Huron C.) '12.
 Boudreau, Staunton Edward, *s*, Canton, Mo. A.B. (St. Francis Solanus C.) '11.
 Boutell, Francis Lawrence, *s, a, w, sp*, Sauk Center, Minn. A.B. (U. of Minnesota) '13.
 Bowers, Charles William, *s, a, w*, Des Moines, Ia. Ph.B. '13.
 Bradburn, Robert Francis, *s, a, w*, Pittsburgh, Pa. Ph.B. '14; U. of Pittsburgh, 1909-11.
 Brody, Joseph Isaac, *s, a, w, sp*, Des Moines, Ia. A.B. (Grinnell C.) '11.
 Bronaugh, Mary, *s*, Hopkinsville, Ky.
 Brown, Milton Almon, *s, a, w, sp*, Bay City, Mich. Ph.B. '14.
 Cannon, George Mousley, Jr., *a, w, sp*, Salt Lake City, Utah. A.B. (U. of Utah) '12.
 Cohen, Benjamin Victor, *s, a, w, sp*, Chicago. Ph.B. '14.
 Coon, Jesse Drake, *s, a, w*, Sioux Falls, S.D. A.B. (Sioux Falls C.) '09; Ph.B. '14.
 Dieterich, Charles Wesley, *s*, Indianola, Ia. Simpson C., 1909-11.
 Drucker, Henry William, *s*, Beemer, Neb. A.B. (Harvard U.) '12.
 Duck, Ernest Luke, *s, a, w*, Chicago. Ph.B. '13.
 Ellis, Howard, *s, a, w, sp*, Washington Court House, Ohio. Ph.B. '14.
 Epstein, Samuel Bernard, *s, a, w*, Chicago. Ph.B. '13.
 Eshleman, John Joseph, *s, a, w*, Wakarusa, Ind. A.B. (Indiana U.) '11.
 Feiwell, Morris Edward, *s, a, w*, Chicago. Ph.B. '13.
 Fekete, Joseph, *s, a, w, sp*, Chicago. Lewis Inst., 1911-12; U. of Chicago, 1912-13.
 Flynn, John Michael, *s, a, w, sp*, Campbellsport, Wis. A.B. (Marquette C.) '12; Ph.B. '14.
 Foster, George Nimmons, *s*, Lincoln, Neb. Ph.B. '12; U. of Nebraska, 1908-11; LL.B. (*ibid.*) '11.
 Freud, Jerome Sittig, *s, a, w*, Detroit, Mich. A.B. (U. of Michigan) '12.
 Gee, Arthur Malcolm, *a, w, sp*, Lawrenceville. Ph.B. '13; Miami U., 1909-12.
 Goldberg, Joseph Alan, *a, w*, Chicago. S.B. '13.
 Grable, Theodore Eli, *s*, Montgomery, Ind. A.B. (Indiana U.) '07; A.M. (*ibid.*) '10.

- Grace, William James, *s*, Chicago. A.B. (St. Cyril's C.) '11.
 Green, Albert Lawrence, *a, w, sp*, Chicago. Ph.B. '13.
 Gunther, Robert, *s, a, w, sp*, Galion, Ohio. Ph.B. (U. of Wooster) '11.
 Guthrie, George Boardman, *s*, Portland, Ore. S.B. (Iowa State C.) '06; LL.B. (Harvard U.) '09.
 Hale, Roy William, *s, a, w*, Louisville, Ky. A.B. (Georgetown C.) '11.
 Hamman, Wilbur Albert, *s, a*, Cloverport, Ky. A.B. '14; Centre C., 1906-8; Maryville C., 1908-11.
 Hanna, Carl Loy, *s, a, w, sp*, New Castle, Pa. A.B. (Washington and Jefferson C.) '00.
 Hefferan, William Stephen, Jr., *s, a, w, sp*, Chicago. Ph.B. '13.
 Heyder, Hans, *s*, Berlin, Germany. Referendar (U. of Berlin) '06.
 Hills, Elmer Walker, *s*, Sidney, Ia. A.B. (U. of Nebraska) '09.
 Hornbaker, Clyde Oscar, *s, a, w*, Castleton, Kan. A.B. (U. of Kansas) '13.
 Humble, Henry Wilbur, *s*, Lawrence, Kan. A.B. (U. of Cincinnati) '07; A.M. (Cornell U.) '08; Ph.B. '10; LL.B. (U. of Cincinnati) '04.
 Irving, Hugh Schoor, *s, a, w*, Chicago. Ph.B. '14.
 Jackson, William Elmer, *a, w, sp*, Burlington, Ia. A.B. (Monmouth C.) '12.
 Joyce, Errol Lee, *a, w, sp*, Brookfield, Mo. A.B. (U. of Missouri) '13.
 Karraker, Ray Wallace, *a, w, sp*, Jonesboro. A.B. (Lake Forest C.) '12.
 King, Francis Michael, *sp*, Chicago. Ph.B. '13.
 Kirkpatrick, Erwin Wendell, *a, w, sp*, Fredericktown, Ohio. Ph.B. '14; Ohio Wesleyan U., 1908-11.
 Kogen, Samuel Frederick, *s, a, w*, Chicago. Ph.B. '13.
 Lawson, Gordon McIntosh, *s, a, w*, Chicago. Ph.B. '14.
 Levi, Wendell Mitchell, *a, w, sp*, Sumter, S.C. A.B. (C. of Charleston) '12.
 Lucas, Raymond B, *a, w, sp*, Oran, Mo. A.B. (U. of Missouri) '13.
 McDonald, John Grant, *s, a, w, sp*, Meriden, Ia. A.B. (Iowa State Teachers C.) '10.
 McElroy, Charles Foster, *s, a, w, sp*, Chicago. A.B. (Butler C.) '04; A.M. '05.
 McGalloway, John Peter, *s, a, w, sp*, Fond du Lac, Wis. A.B. (Marquette C.) '12; Ph.B. '14.
 McLane, Howard Baird, *a, w, sp*, LaPorte, Ind. Ph.B. '13.
 Madden, Joseph Warren, *s*, Freeport. A.B. (U. of Illinois) '11.
 Marker, Roy Baron, *a*, Atlantic, Ia. S.B. (Cornell C.) '14.
 Markley, Eileen Hughes, *a, w*, Winthrop Beach, Mass. A.B. (Smith C.) '07; A.M. (Columbia U.) '10; Barnard C., 1903-5.
 Morris, George Maurice, *a, w, sp*, Chicago. A.B. (Dartmouth C.) '11.
 Myers, Ona Jefferson, *s*, Boonville, Ind. Ph.B. '13; U. of Missouri, 1908-11.
 Netherton, Ross DeWitt, *s, a, w*, Winamac, Ind. Ph.B. '14; Indiana U., 1906-9.
 Nightingale, Lionel Grenelle, *s*, Brooklyn, N.Y. M.E. (Cornell U.) '09.
 Osusky, Stephan, *s, a, w, sp*, Chicago. Ph.B. '14; Graduate (Concordia C.) '10.
 Parish, Varnum Augustine, *w, sp*, Momence. B.L. (U. of Notre Dame) '08.
 Parker, Charles Oscar, *a, w, sp*, Beardstown. Ph.B. '14; Miami U., 1909-11.
 Parkinson, George Doney, *s*, Preston, Idaho. Ph.B. '14.
 Radnitzer, Adolph, *s, a, w*, Chicago. Ph.B. '13.
 Ranlett, Helen Augusta, *w*, New York, N.Y. A.B. (Radcliffe C.) '01; LL.B. (New York U.) '09.

- Reichmann, Ernest Robert, *s, a, w, sp*, Chicago. Ph.B. '14.
 Robinson, Carl Edmund, *a, w, sp*, Jacksonville. A.B. (Illinois C.) '09.
 Rosenberg, Harry Ofshi, *s, a, w*, Chicago. Ph.B. '13.
 Sears, Kenneth Craddock, *a, w, sp*, LaPlata, Mo. A.B. (U. of Missouri) '13.
 Soble, Hirsch, *s, a, w*, Chicago. Ph.B. '13.
 Swanson, Ralph John, *a, w, sp*, Alcester, S.D. A.B. (Yankton C.) '12; Ph.B., '15.
 Tannenbaum, Ferdinand, *s*, Crawfordsville, Ind. A.B. (Wabash C.) '12.
 Teninga, Cornelius, *s, a, w*, Chicago. Ph.B. '12.
 Tenney, Henry Favill, *a, w, sp*, Winnetka. Ph.B. '13; Williams C., 1908-12.
 Thomas, Roy Kehl, *s, a, w*, Chicago. A.B. (Olivet C.) '09.

SECOND-YEAR STUDENTS

- Alford, George Newell, *s, a, w, sp*, Trenton, Tenn. U. of Tennessee, 1909-11.
 Allen, Edgar Hester, *s, a, w, sp*, Decatur. S.B. (James Millikin U.) '12.
 Antes, William Henry, *s*, Monona, Ia. A.B. (State U. of Iowa) '12.
 Atkins, Willard Earl, *s*, Chicago. Ph.B. '14.
 Baldrige, Elbert Baker, *s*, Martin, Tenn. A.B. (Asbury C.) '05.
 Bell, Chester Sharon, *s, a, w, sp*, Chicago. Ph.B. '13.
 Border, Jay Tudor, *s, a, w, sp*, Newark, Ohio. Ph.B. '14; Ohio Wesleyan U., 1910-12.
 Browder, Clifford Harrison, *a, w, sp*, Indianapolis, Ind. A.B. (Butler C.) '12.
 Busler, Samuel Etling, *s*, South Charleston, Ohio. Wittenberg C., 1908-10, 1911-12.
 Butler, William Pascal, *a, w, sp*, Indianola, Ia. A.B. (Simpson C.) '12.
 Carter, Isaac Ray, *a, w, sp*, Rossville. A.B. (U. of Illinois) '14.
 Catron, Fletcher Arthur, *a, w, sp*, Santa Fe, N.M. Ph.B. '14.
 Chien, Shu Fen, *s, a, w, sp*, Canton, China. Graduate (Imperial Tientsin U.) '00; A.B. (George Washington U.) '11.
 Cisma, Charles Guy, *a, w, sp*, Peoria. Ph.B. '14; Bradley Polytechnic Inst., 1910-12.
 Clawson, Irwin, *a, w, sp*, Salt Lake City, Utah. A.B. (U. of Utah) '14.
 Cloe, Carl W., *s*, Knoxville, Ia. A.B. (State U. of Iowa) '12; Drake U., 1908-10.
 Curtis, Stephen Rapson, *a, w, sp*, Colorado Springs, Colo. Ph.B. '14.
 Davis, Horace Sumner, *s, a, w, sp*, Missoula, Mont. Senior (U. of Montana); Montana State C., 1910-12.
 Dingle, Frank Elsworth, *a, w, sp*, New Castle, Ind. Ph.B. '14.
 Dusher, William Rea, *s, a, w*, Rochelle.
 Eldredge, Adda, *a, w, sp*, Marquette, Mich. A.B. (Bryn Mawr C.) '08.
 Enoch, Henry Sewell, *a*, Wichita, Kan.
 Gillis, Mack Everett, *a, w, sp*, Bowen. A.B. (Knox C.) '13.
 Gishwiller, Daniel Stiver, *s, a, w, sp*, Lena. Senior.
 Graybill, Fay Laughlin, *a, w, sp*, Decatur. Senior; U. of Arkansas, 1906-8.
 Greenberg, David, *a, w, sp*, Chicago. Ph.B. '14.
 Gross, Henry Rew, *a, w, sp*, Evanston. Yale U., 1911-13.
 Hall, Russell Carhart, *s, a, w*, Fond du Lac, Wis. Lawrence C., 1911-12; U. of Chicago, 1913.

- Hammond, Walter Willis, *s, a, w, sp*, Beloit, Wis. A.B. (Beloit C.) '13.
Harris, Fisher Sanford, *s, a, w, sp*, Salt Lake City, Utah.
Heims, Maurice Levinson, *s, a, w, sp*, Chicago. A.B. '13.
Henke, Wesley Grant, *a, w, sp*, Charles City, Ia. A.B. (Charles City C.) '12.
Hyde, Charles Lee, Jr., *s, a, w, sp*, Pierre, S.D. A.B. (Beloit C.) '13.
Johnson, Albert J., *a, w, sp*, DeLamere, N.D. A.B. (U. of North Dakota) '14.
Joranson, Tage, *s, a, w, sp*, Rock Island. A.B. (Augustana C.) '13.
Kerman, George Blount, *a, w, sp*, Macomb. A.B. (Knox C.) '11.
Kopald, Herman Gates, *a, w, sp*, Omaha, Neb. Ph.B. '14.
Lawrence, James Gardner, Jr., *s*, Wabasha, Minn.
McCune, Joseph McCrary, *a*, Kansas City, Mo. A.B. (U. of Illinois) '13.
McDavid, Joel Furnas, *a, w, sp*, Irving. Ph.B. '14; James Millikin U., 1909-12.
McNemar, Leslie Cleveland, *s*, Washington, D.C. A.B. (Eureka C.) '07; U. of Chicago, 1907-10.
Marshall, Elizabeth Veech, *a, w, sp*, Louisville, Ky. LL.B. (U. of Louisville) '14.
Mathes, Yorick Durham, *sp*, Chicago. U. of Chicago, 1911-12.
Merriam, David Sidney, *w, sp*, Darlington, Wis. A.B. '12.
Miller, Abraham Richard, *s, a, w, sp*, Chicago. Ph.B. '14.
Moore, John Howard, *a, w, sp*, Chicago. A.B. (Westminster C.) '02.
Morris, Benton Burns, *s*, England, Ark. A.B. (U. of Arkansas) '11; LL.B. (Cumberland U.) '13.
Morton, Oakley Kendall, *w, sp*, Crown Point, Ind. Senior.
Moyle, Henry Dinwoodey, *s*, Salt Lake City, Utah. S.B. (U. of Utah) '09; A.B. (*ibid.*) '13.
O'Connor, Alfred Lee Joseph, *s, a, w, sp*, Chicago.
Parker, Leslie Monroe, *a, w, sp*, Evanston. Senior.
Phipps, Walter Blaine, *s, a, w, sp*, Clintwood, Va. A.B. (U. of Virginia) '11.
Platt, Casper, *a, w, sp*, Danville. A.B. (U. of Illinois) '14.
Reeve, Reno Rucker, *s, a, w, sp*, Cornell. Ph.B. '14.
Reilly, Thomas W., *s*, Sidney, Ohio. A.B. (Miami U.) '13.
Rhorabough, Frank Layne Phares, *s, a*, Belington, W.Va. Kenyon C., 1910-12.
Robinson, John Robert, *s, a, w, sp*, Coalville, Utah. Brigham Young C., 1906-8; Leland Stanford Junior U., 1909-10.
Roe, Howard Pierce, *s, a, w, sp*, Omaha, Neb. Senior.
Schoening, Herbert Frederick, *a, w, sp*, Arlington, Minn. Ph.B. (Hamline U.) '12.
Scofield, Thomas Erskine, *a, w, sp*, Chicago. S.B. '13.
Seydel, Frank, *sp*, Iowa City, Ia. A.B. (State U. of Iowa) '13.
Shauer, Edwin Emanuel, *a, w, sp*, Marquette, Mich.
Shilton, Earle Astor, *a, w, sp*, Kewanee. Ph.B. '14.
Sims, John Granville, *s, a, w, sp*, Monroe, Tenn. A.B. (Maryville C.) '12.
Sinkie, Otto August, *a, w, sp*, Miller, S.D. A.B. (U. of Nebraska) '13.
Smith, Harold Bertram, *a, w, sp*, Chicago. U. of Chicago, 1907-9.
Spencer, Roscoe, *a, w*, Portland, Ore. A.B. (U. of Michigan) '14.
Stryker, Franklin Hird, *s*, South Omaha, Neb. Ph.B. '14; U. of Nebraska, 1910-13.
Swaim, Hardress Nathaniel, *s, a, w, sp*, Zionsville, Ind. A.B. (DePauw U.) '13.
Tan, Chang Lok, *s, a, w, sp*, Canton, China. Ph.B. '13.

- Thomas, Clarence Wells, *a, w, sp*, Bucyrus, Kan. New Mexico Agricultural C., 1912-13.
- Thompson, Robert Haviland, *a, w, sp*, Honolulu, Hawaii. Ph.B. '14; Harvard U., 1907-9.
- Tressel, Harry Shults, *a, w, sp*, Terre Haute, Ind. A.B. (U. of Illinois) '14.
- Tyler, Varro Eugene, *a, w, sp*, Auburn, Neb. A.B. (U. of Nebraska) '14.
- Van Keuren, June Gill, *s, a, w, sp*, DuQuoin. Ph.B. '14.
- Viesselman, Percival William, *s*, Minneapolis, Minn. A.B. (U. of Minnesota) '12; A.M. (*ibid.*) '13.
- Vinisky, Bernard Walter, *w, sp*, Chicago. Ph.B. '14.
- von Zellen, May Bess, *a*, Marquette, Mich. Ph.B. '14.
- Wadden, Sylvester Francis, *a, w, sp*, Madison, S.D. A.B. (U. of South Dakota) '14.
- Wadsworth, George, *s, a, w, sp*, Brooklyn, Ia. A.B. (State U. of Iowa) '10.
- Watkins, Clyde Edward, *s*, Chicago. Senior.
- Whiffen, Charles Fay, *a, w, sp*, Kewanee. Ph.B. '14.
- White, Stuart Bernard, *a, w, sp*, Chicago. U. of Wisconsin, 1911-13.
- Wolford, Leo Thorp, *s, a, w, sp*, Linton, Ind. A.B. (Franklin C.) '12.

FIRST-YEAR STUDENTS

- Abbott, Frank Prouty, *s, a, w, sp*, Goshen, Ind. A.B. (Williams C.) '14.
- Adams, George William, *a, w, sp*, Carlsbad, N.M. U. of Chicago, 1912-13; U. of Kansas, 1913-14.
- Allison, Raymond Burton, *a*, Iowa Falls, Ia. A.B. (Ellsworth C.) '14.
- Anderson, Elmer Leonard, *s*, Chicago. Senior.
- Aronson, Morris, *a, w, sp*, Chicago. Senior.
- Augustus, Joseph Julian, *a, w, sp*, Chicago. Senior.
- Baily, Henry Heaton, *s*, Pittsburgh, Pa. Ph.B. '11; Waynesburg C., 1907-10.
- Barancik, Maurice Albert, *a, w, sp*, Chicago. Senior.
- Baumgartner, Stanwood Fulton, *a, w*, Chicago. Senior.
- Beyle, Herman Carey, *w*, Franklin, Ind. A.B. (Central C.) '12.
- Breed, Donald Levant, *s*, Freeport. Ph.B. '14.
- Brooks, Richard Emory, Jr., *s*, Houston, Tex. U. of Texas, 1904-5, 1908-9.
- Brown, Castle Marlatt, *a, w, sp*, Joliet. Ph.B. (Denison U.) '14.
- Brown, Miriam Brewer, *sp*, Hayneville, Ala. LL.B. (U. of Alabama) '13.
- Bruckner, Eugene Everheart, *a, w, sp*, Augusta, Ga. Lewis Inst., 1904-7.
- Burnett, Paul Frank, *a, w, sp*, Jefferson City, Tenn. A.B. (Carson and Newman C.) '12; A.M. (*ibid.*) '13.
- Burns, Percy Vincent, *w, sp*, Charles City, Ia. A.B. (St. Mary's C.) '14.
- Byerly, Frederick Marion, *a, w, sp*, Freeport. Senior.
- Cardwell, Ralph Edwin, *w, sp*, Manitou, Ky. Valparaiso U., 1914.
- Carnes, James Ambrose, *s*, Comanche, Okla. A.B. (Ouachita C.) '08.
- Caskey, Earl James, *a*, Beloit, Wis. A.B. (Beloit C.) '14.
- Castelo, John William, *w, sp*, Toledo. Valparaiso U., 1900-1901.
- Chandler, James Gordon, *s*, Braxton, Miss. A.B. (Mississippi C.) '08.
- Chapman, John William, *a, w, sp*, Chicago. Senior.

- Chittick, Arthur Compton James, *s*, Sioux Falls, S.D. A.B. (De Pauw U.) '06.
 Coleman, Francis Marion, Jr., *s*, Utica, Miss. A.B. (Mississippi C.) '09; Ph.B. '12.
 Corry, Homer Campbell, *s*, Springfield, Ohio. A.B. (Antioch C.) '10.
 Coryell, William Cornelius, *s*, Maysville, Ky. A.B. (Ohio Wesleyan U.) '06.
 Cox, J. Earl, *a, w, sp*, Mason, Ohio. A.B. (Ohio Wesleyan U.) '11.
 Cromer, Horace Emerson, *s*, Berea, Ky. A.B. (Ohio U.) '09; Pd.B. (*ibid.*) '10.
 Curran, John Halliday, *sp*, Pittsburg, Kan. U. of Kansas, 1910-11, 1913-14; LL.B. (Cumberland U.) '13.
 Dallstream, Andrew John, *a, w, sp*, Hoopeston. Senior (James Millikin U.).
 Davis, William Elisha, *a, w, sp*, Polo, Mo. Senior.
 Dawson, John Douglas, *w, sp*, Chicago. U. of Missouri, 1906-8; U. of Chicago, 1914-15.
 Dean, Hugh Edward, *s, a, w, sp*, Chicago. Senior.
 DeBeck, George, *a*, Aplington, Ia. Upper Iowa U., 1911-12.
 de la Motte, James Francis, *a*, New York, N.Y.
 Delany, Donald Daniel, *a, w, sp*, Colona. Senior.
 Del Barto, Peter Charles, *a, w, sp*, Orange, Tex. U. of Texas, 1911-13.
 DePriest, Claude Matthew, *s*, Vincennes, Ind. LL.B. (Indianapolis C. of Law) '13.
 Dorn, Grace, *s*, Albany, N.Y. Senior.
 Dyer, Ezra, *a, w, sp*, Ardmore, Okla. Senior; S.B. (Valparaiso U.) '13.
 Ellis, James Hervey Stewart, Jr., *a, w, sp*, Rensselaer, Ind. Senior.
 Fernholz, John J., *s*, Bloomington, Ind. S.B. (Valparaiso U.) '13; A.B. (Indiana U.) '14; LL.B. (Valparaiso U.) '11.
 Fisher, Walter Taylor, *a, w, sp*, Chicago. A.B. (Harvard U.) '13.
 Flaniken, John Culton, *s, a, w, sp*, Mason, Tenn. A.B. (Cumberland U.) '12.
 Floyd, Albert Ralph, *a, w, sp*, St. Joseph, Mo. U. of Nebraska, 1912-13.
 Ford, George Watters, *a, w, sp*, South Bend, Ind. A.B. (Indiana U.) '14.
 Frank, Seymour Jerome, *a, w*, Chicago. Senior.
 Free, John Noble, *s*, Chetopa, Kan. A.B. (Cooper C.) '13.
 French, Burton Lee, *sp*, Moscow, Idaho. A.B. (U. of Idaho) '01; Ph.M. '03.
 Fuller, Floyd Hamilton, *a, w, sp*, Kansas City, Mo.
 Gaebler, Hans David, *s, a, w, sp*, Watertown, Wis. A.B. (U. of Wisconsin) '08; A.M. (*ibid.*) '09.
 Gillespie, Julian Edgeworth, *s*, Dallas, Tex. U. of Texas, 1911-13.
 Gilruth, Irwin Thoburn, *s*, Bozeman, Mont. A.B. (Ohio Wesleyan U.) '10.
 Goddard, Roy William, *a, w, sp*, Chicago. Senior; Knox C., 1911-13.
 Griffith, Sanford, *sp*, Chicago. Senior.
 Grimm, Simon Ray, *s*, Charleroi, Pa. A.B. (Washington and Jefferson C.) '11.
 Hall, Nelson Clarence, *a, w, sp*, Franklin, Ind. A.B. (Franklin C.) '13.
 Hansen, Alvin Lawrence, *a, w, sp*, Chicago. Senior.
 Harris, Moses Guettelle Columbus, *sp*, Chicago. U. of Chicago, 1910-12.
 Harrison, Sol, *a, w, sp*, Chicago. Senior.
 Hay, Leo Stark, *w, sp*, Kingman, Kan. Senior.
 Hirsch, Joseph Leo, *a, w, sp*, Hammond, Ind. Senior.
 Hodges, Will, *sp*, Winfield, Kan. Senior (Southwestern C.).
 Hoffman, Joseph Carroll, *a, w, sp*, Los Angeles, Cal. U. of Notre Dame, 1912-13.

- Hoover, Blaine, *a, w, sp*, DeKalb. Senior (Beloit C.).
- Hoyt, Homer, *s*, Kansas City, Kan. A.B. (U. of Kansas) '13; A.M. (*ibid.*) '13.
- Hurwitz, Harry Israel, *s, a*, Chicago. Senior.
- Jefferson, Charles Lee, Jr., *w, sp*, Chicago. A.B. (Lincoln U.) '14.
- Jensen, Christen, *s*, Provo, Utah. A.B. (U. of Utah) '07; A.M. (Harvard U.) '08.
- Johnson, William Guy, *s*, West Baden, Ind. Graduate (Indiana State Normal S.) '10.
- Jones, John Spillman, *s*, Warrensburg, Mo. Pd.B. (Warrensburg State Normal S.) '12; Pd.M. (*ibid.*) '12.
- Jones, Morgan Palmer, *s, a, w*, Chicago. S.B. (U. of Wooster) '11.
- Jordan, William Russell, *a, w, sp*, Des Moines, Ia. A.B. (Drake U.) '14.
- Judson, Clay, *a, w, sp*, Chicago. A.B. (Harvard U.) '14.
- Keefe, Robert John, *a, w, sp*, East St. Louis. A.B. (St. Mary's C.) '14.
- King, Willard Leroy, *a, w, sp*, Henry. Knox C., 1912-14.
- Kinney, Max, *s, a, w, sp*, Mt. Pleasant, Ia. S.B. (Iowa Wesleyan C.) '12.
- Kizer, Myron Dean, *s*, Nappanee, Ind. Senior.
- Koch, Edward Carl, *sp*, Scranton, Pa. U. of Pennsylvania, 1911-13.
- Kritzer, John Jacob, *a, w, sp*, Roseville. A.B. (Monmouth C.) '13.
- Levinson, Geoffrey, *a, w, sp*, Chicago. Senior.
- Leviton, Samuel Mayer, *a, w, sp*, Chicago. Senior.
- Lovelace, Franklin Ameca, *a*, Wynne, Ark. A.B. (Arkansas Baptist C.) '14.
- Lucas, Ralph DeWitt, *a, w, sp*, Galesburg. S.B. (Knox C.) '14.
- McBride, James Renwick, *a, w, sp*, Allison Park, Pa. Geneva C., 1910-12.
- McGough, John Francis, *s*, Missoula, Mont. A.B. (Colgate U.) '10.
- McIntosh, John, *s, a, w, sp*, Oberlin, Ohio. A.B. (Oberlin C.) '11.
- McLarty, Robert Pritchett, *s*, Decatur, Ga. A.B. (Vanderbilt U.) '11.
- Marsh, Sam, *a, w, sp*, Admire, Kan. Senior (Ottawa U.).
- Martin, Gomer Rardin, *a*, Minnie, Ky.
- Martin, Isaac Roy, *s*, Liberty, Mo. A.B. (William Jewell C.) '12.
- Massena, Roy, *s*, Blue Island. A.B. (Wabash C.) '02.
- Matthews, William Henry, *s*, Grand Forks, N.D. A.B. (Lake Forest C.) '92; A.M. (*ibid.*) '94; D.D. (McCormick Theological Seminary) '12; LL.B. (Chicago Kent C. of Law) '95.
- Meseke, Frank Bennett, *s*, Lake Forest. Ph.B. '12.
- Messer, George Michael, *s, a, w, sp*, West Pullman. Graduate (Stevens Point Normal S.) '13.
- Miller, Chester Arthur, *a, w*, Grayslake. S.B. (Shurtleff C.) '09.
- Natestad, Harold Delmar, *s*, Sioux Falls, S.D. Senior; U. of South Dakota 1911-14.
- Newberry, Charles Lester, *s*, Gilbert, Minn. Marietta C., 1892-3.
- Nichols, Andrew Leach, *s*, Chicago. A.B. (Dartmouth C.) '08.
- Nielson, Joseph, *a*, Hyde Park, Utah. Brigham Young C., 1911-14.
- Northen, George Traylor, *s*, Atlanta, Ga. A.B. (U. of Georgia) '12; LL.B. (Atlanta Law S.) '14.
- Nutter, Warren Melville, *w*, Persinger, W.Va. S.B. (Valparaiso U.) '12.
- Ogg, James Brooks, *s, w, sp*, Mount Sterling, Ky. Centre C., 1906-7.
- Olney, Clair, *a, w, sp*, Leonidas, Mich. A.B. (U. of Michigan) '10.

- Painter, John Thurman, *a, w*, Belton, Mo. A.B. (Washington and Jefferson C.) '10.
- Parnass, Emanuel Rabin, *s, a, w, sp*, Chicago. Senior.
- Patrick, George Walter, *sp*, Rockford. U. of Chicago, 1912-15.
- Patterson, Brooks Bartlett, *s*, Woodruff, S.C. A.B. (Wofford C.) '08; LL.B. (Atlanta Law S.) '14.
- Patrick, John H, *a, sp*, Higbee, Mo. A.B. (U. of Missouri) '12; S.B. (*ibid.*) '12.
- Pavlicek, Charles Borromeo, Jr., *a, w, sp*, Chicago. Senior.
- Pedott, Sidney, *a, w, sp*, Chicago. Senior.
- Perry, Elizabeth, *a, w, sp*, Melvin. Graduate (Illinois State Normal S.) '07.
- Plants, Truman, Jr., *a, w, sp*, Warsaw. S.B. (Knox C.) '14.
- Potts, Charles Shirley, *s*, Austin, Tex. A.B. (U. of Texas) '02; A.M. (*ibid.*) '02; LL.B. (*ibid.*) '09.
- Prentice, Carol Spence, *a, w, sp*, New York, N.Y. A.B. (Wellesley C.) '13; A.M. '14.
- Prosser, William Davies, *s*, Salt Lake City, Utah. S.B. (Utah Agricultural C.) '13; U. of Utah, 1909-11.
- Puttkammer, Ernst Wilfred, *a, w, sp*, Chicago. A.B. (Princeton U.) '14.
- Reiser, Theodore Ganier, *a, w, sp*, Dayton, Ohio. St. Mary's C., 1911-12.
- Richards, Laurence William, *s, a, w, sp*, Ogden, Utah.
- Rogers, David Miles, *s*, Randolph, Neb. A.B. (U. of Nebraska) '12.
- Rosenberg, Magnus Block, *a, w, sp*, Chicago. Senior.
- Rumold, Christian Ferdinand, *s*, Berea, Ky. A.B. (U. of Kansas) '02; LL.B. (*ibid.*) '09.
- Ruppelt, Edward Alford, *w*, Steamboat Rock, Ia. Senior; Iowa State Teachers C., 1911-14.
- Ryan, Thomas Francis, *a, w, sp*, Chicago. Senior.
- Sackett, Loy Earl, *s*, Cameron, Mo. A.B. (U. of Nebraska) '12.
- Sandall, Robert Franklin, *s, a, w, sp*, York, Neb. Nebraska Wesleyan U., 1912-13; Boston U., 1913-14.
- Sayre, Sydney Lombard, *a, w, sp*, Chicago. Senior.
- Schaffner, Margaret Anna, *w, sp*, LaGrange. A.B. (C. of Emporia) '95; A.M. (U. of Wisconsin) '99; Ph.D. (*ibid.*) '02.
- Schmauss, Frank Edward, *a*, Rockford. A.B. (St. Mary's C.) '04; A.M. (St. Louis U.) '10.
- Sickle, Max S., II, *a, w, sp*, Chicago. Senior.
- Siefkin, George L., *s, a, w, sp*, Newton, Kan. Kansas State Agricultural C., 1912-14.
- Simpson, Fred Irwin, *s*, Virden, Manitoba, Canada. A.B. (U. of Manitoba) '12.
- Slichter, Sumner Huber, *sp*, Madison, Wis. A.B. (U. of Wisconsin) '13; A.M. (*ibid.*) '14.
- Smart, Thomas Leonidas, *s, a, w, sp*, Carrollton, Mo.
- Soule, Horace, *a, w*, Houston, Tex. Agricultural and Mechanical C. of Texas, 1909-10.
- Stains, Tracy Ranger, *a, w, sp*, Roswell, N.M. Senior.
- Stewart, David Wallace, *s*, Sioux City, Ia. A.B. (Geneva C.) '11.
- Stewart, James Harvey, *a, w, sp*, Wichita, Kan. Senior (Friends U.).
- Swan, Joseph Hugo, *s, a, w, sp*, Sioux City, Ia. Senior.

- Taylor, Lee Jackson, *s*, St. Louis, Mo. Graduate (Kansas State Normal S.) '11.
 Tilton, Charles Henry, *a, w, sp*, Taylorstown, Pa. Ph.B. (Muskingum C.) '13.
 Todhunter, Rex Abner, *sp*, East Monroe, Ohio. S.B. (Wilmington C.) '13.
 Treadway, Oswald Garland, *s*, Richmond. Graduate (Western Illinois State Normal S.) '10.
 Turner, George Walker, *s*, Kansas City, Mo. A.B. (Illinois C.) '12; J.B. (U. of Missouri) '13.
 Udy, Stanley Hart, *sp*, Dunkirk, N.Y. Senior; George Washington U., 1909-11.
 Van Brunt, John H., *w, sp*, St. Joseph, Mo. Cornell U., 1912-13.
 Van Hecke, Maurice Taylor, *a, w, sp*, Chicago. Beloit C., 1911-13.
 Wade, Lester Andrew, *w, sp*, Ogden, Utah.
 Walch, Lawrence Arthur, *a, w, sp*, Reader, N.D. S.B. (Valparaiso U.) '13.
 Webster, John Fraser, *a, w, sp*, Clinton, Okla. George Washington U., 1913-14.
 Wetterstrom, Arthur Carl, *w, sp*, Ellison Bay, Wis. Indiana U., 1914.
 Wheeler, Nathaniel, *s*, Fairfield, Conn. A.B. (Yale U.) '14.
 White, Leonard Dupee, *w*, North Acton, Mass. S.B. (Dartmouth C.) '14.
 Wilford, John Cornelius, *a*, Bowling Green, Ky. Ogden C., 1906-10.
 Wilkes, Sterling Pearre, *s*, Columbia, Mo. Senior (U. of Missouri).
 Willis, Nelson Morton, *a*, Bogue Chitto, Miss. A.B. (Tougaloo U.) '14.
 Wilson, Norman Richard, *s*, Winnipeg, Manitoba, Canada. A.B. (U. of Toronto) '99; A.M. (*ibid.*) '01; Ph.D. '07.
 Winner, William Harold, *s, a*, Cambridge, Mass. Senior (Wesleyan U.).
 Winning, Montgomery Smith, *s*, Rossville. A.B. (DePauw U.) '13.
 Wisdom, Agrippa Grenville, *a*, Independence, Mo. Pd.B. (Warrensburg State Normal S.) '08; U. of Missouri, 1910-11.
 Wise, Basil Fred, *a, w*, Winfield, Ia. Senior (Parsons C.).
 Woolfolk, Ada Swallow, *s*, Louisville, Ky. S.B. (Wellesley C.) '91; U. of Chicago, 1901-3.

UNCLASSIFIED STUDENTS

- Lacy, Edwin, *s*, Longview, Tex.
 Morris, Hubert, *a*, St. Cloud, Minn.
 Rice, Philip LaVergne, *s, a, w, sp*, Lihue, Hawaii.

STUDENTS IN OTHER DEPARTMENTS TAKING LAW COURSES

- Allison, Walter Hearst, *w, sp*, St. James, Mo. A.B. (U. of Missouri) '14.
 Beckwith, Samuel Corner, *w*, Chicago. Senior.
 Beyle, Herman Carey, *s*, Franklin, Ind. A.B. (Central C.) '12.
 Campbell, LeRoy, *w, sp*, Chicago. Senior.
 Clowes, Francis John, *w*, Chicago.
 Cross, William Thomas, *s*, Chicago. A.B. (U. of Missouri) '08; A.M. (*ibid.*) '09.
 Ebersole, John Franklin, *s*, Minneapolis, Minn. Ph.B. '07; A.M. (Harvard U.) '09.
 Elmer, Manuel Conrad, *s*, Monroe, Wis. S.B. (Northwestern C.) '11; A.M. (U. of Illinois) '12.

- Frank, Seymour Jerome, *sp*, Chicago. Senior.
 Gross, Murray, *s*, Philadelphia, Pa. S.B. (U. of Pennsylvania) '07.
 Hibbard, Stanley Williams, *s*, Climax, Mich. Senior.
 Hoyt, Homer, *a, w, sp*, Chicago. A.B. (U. of Kansas) '13; A.M. (*ibid.*) '13.
 Kawabe, Kisaburo, *w*, Saitama, Japan. A.B. (Waseda U.) '07; A.M. (U. of Wisconsin) '12; LL.B. (Waseda U.) '07.
 Kobayashi, Kaorn, *w, sp*, Tokyo, Japan. A.M. (Imperial Tokyo U.) '02.
 Lehman, Orren Orbra, *s*, Winona, Kan. Graduate (Western State Normal S.) '12.
 Patrick, John H., *w*, Higbee, Mo. A.B. (U. of Missouri) '12; S.B. (*ibid.*) '12.
 Wardlow, Chester Cameron, *a, w*, Dayton, Ohio. A.B. (Juaniata C.) '12.
 White, Leonard Dupee, *sp*, North Acton, Mass. S.B. (Dartmouth C.) '14.

SUMMARY OF ATTENDANCE IN THE LAW SCHOOL, 1914-15

Resident Graduates	2
Third-Year Students	78
Second-Year Students	84
First-Year Students	164
Unclassified Students	3
Total in Law School	331
Students in other departments taking law courses	18
Total	349
Repetitions (deduct)	5
GRAND TOTAL	344

THE MEDICAL STUDENTS

- Abraham, Edwin Dorsey, *s, a, w, sp*, Clifton, Ariz. Senior C.
Acker, Wesley H., *s, a, w, sp*, Manitou, Colo. Colorado C.
Adams, Clarence Walter, *s*, Olney. Kansas U.
Aiken, Ralph Charles, *a, w, sp*, Chicago. Senior C.
Arnold, James Eddy, *a, w, sp*, Miles City, Mont. Senior C.
Arnold, Merton O., *s*, Palmer, Neb. U. of Nebraska.
Ashley, Clifford, *s*, Chicago. A.B. (U. of Utah) '10.
Bailey, Percival, *s, a, w, sp*, Carbondale. S.B. '14.
Balcar, Joseph, *a, w, sp*, Chicago. S.B. (Coe C.) '13.
Barbour, Orville E., *a, w, sp*, Peoria. Bradley Polytechnic Inst.
Bean, Harold C., *s*, Portland, Ore. A.B. (U. of Oregon) '12.
Beard, Halard, *a, w, sp*, Chicago. Senior C.
Billik, Cyril D., *s*, Volyn, Russia. Ph.B. '13.
Bjerken, Frederik Nikolas, *a*, Kindred, N.D. A.B. (U. of North Dakota) '13.
Bothman, Louis, *a, w, sp*, Murphysboro. Senior C.
Braafadt, Louis, *s*, Belview, Minn. A.B. (Luther C.) '06.
Bradfield, Helen C., *a, w, sp*, Grand Rapids, Mich. A.B. (Vassar C.) '06.
Bristow, Arthur S., *a, w, sp*, Princeton, Mo. U. of Missouri.
Brown, Mary Wilmarth, *a, w, sp*, Chicago. A.B. (Bryn Mawr) '13.
Brunemeier, Edward Herman, *s*, Hubbard, Ia. S.B. '13.
Bryan, William Scott, *a*, Chicago. Junior C.
Buis, Albertus H., *a, w, sp*, Hickman, Neb. University of Nebraska.
Bull, Leland L., *a, w, sp*, Ellensburg, Wash. Senior C.
Burcky, Fred W., *s, a, w, sp*, Chicago. Senior C.
Butler, Craig D., *a, w, sp*, Aledo. S.B. (Earlham C.) '14.
Butler, William J., *a, w, sp*, Chicago. S.B. '14.
Caldwell, George T., *s, w, sp*, Columbus, Ohio. A.M. (Ohio State U.) '13.
Callander, Russell John, *a, w, sp*, Delaware, Ohio. Ohio Wesleyan U.
Cann, LeRoy R., *w, sp*, Chicago. Senior C.
Carlsson, Edward Samuel, *a, w, sp*, Lindsborg, Kan. A.B. (Bethany C.) '12.
Carpenter, Fred E., *a*, Reasnor, Ia. Senior C.
Carrico, Mamie Leola, *s*, Ashmore. S.B. '14.
Caylor, Harold Delos, *a, w, sp*, Pennville, Ind. Indiana U.
Cecil, Eugene R., *w, sp*, Chicago. Unclassified.
Chamberlin, Klee A., *a*, Tonica. Northwestern U.
Chase, Ralph, *s*, Wynewood, Okla. U. of Oklahoma.
Chimene, Eugene Opet, *a, w, sp*, Houston, Tex. Senior C.
Chivers, Joseph Hardy, *s, a, w, sp*, Helena, Mont. Senior C.
Choisser, Roger M., *a, w, sp*, Menard. Senior C.
Christensen, Herbert H., *a, w, sp*, Jamestown, Kan. A.B. (Ottawa U.) '14.
Christofferson, Olof Harry, *a, w, sp*, Puyallup, Wash. U. of Oregon.
Clarke, William L., *a*, Provo, Utah. Utah Agricultural C.
Clawson, Benjamin, *s*, Lawrence, Kan. A.M. (U. of Kansas) '11.
Coffman, Carl Flory, *a, w, sp*, Elkton, Va. A.B. (Northwestern U.) '11.
Cohen, Joseph Kaiser, *sp*, Chicago. Senior C.

- Cole, Marion O., *a, w, sp*, Elburn. Senior C.
 Cooper, Homer Percival, *a, w, sp*, Chicago. A.B. (Fiske U.) '11.
 Corcoran, R. Bourke, *s*, Chicago. Senior C.
 Crane, Jay J., *a, w, sp*, Hot Springs, S.D. U. of Nebraska.
 Critchlow, Maurice Martin, *a, w, sp*, Salt Lake City, Utah. A.B. (Princeton U.) '13.
 Dart, Raymond O., *s*, Kansas City, Mo. A.B. (U. of Kansas) '14.
 Davies, Raymond Evan, *a, w, sp*, Bement. A.B. (U. of Illinois) '14.
 Davis, Ethel Mildred, *a, w, sp*, Chicago. Senior C.
 Dilley, Harry Horace, *s*, Des Moines, Ia. Drake U.
 Diamond, Henry Binga, *sp*, Chicago. Senior C.
 Doll, Frank Rolla, *a, w, sp*, Lancaster, Wis. Senior C.
 Dollahan, Martin Leland, *a, w, sp*, Lawrenceville. Eastern Illinois State Normal.
 Dragstedt, Carl Albert, *a, w, sp*, Anaconda, Mont. Senior C.
 Dragstedt, Lester Reynold, *a, w, sp*, Anaconda, Mont. S.B. '14.
 DuBois, Charles F., *s*, Grand Forks, N.D. U. of North Dakota.
 Dundon, John Richard, *a, w, sp*, Ishpeming, Mich. Litt. B. (Notre Dame U.) '14.
 Duner, Clarence S., *s, a, w, sp*, Chicago. Senior C.
 Eastlake, Alfred Chesmore, *w, sp*, Kansas City, Mo. Senior C.
 Edson, Henry Scammon, *a, w, sp*, Grinnell, Ia. S.B. (Cornell C.) '13.
 Ekfelt, Odd, *a*, Chicago. A.B. (Luther C.) '10.
 Eklund, William Joakim, *s, a, w*, Duluth, Minn. U. of Minnesota.
 Elder, James Clyde, *s*, Tarkio, Mo. S.B. (Tarkio C.) '05.
 Elliott, Chester H., *s*, Cambridge, Ohio. A.B. (Westminster C.) '09.
 Elliott, James R., *s*, Linn, Kan. U. of Kansas.
 Elliott, Russell D., *s, sp*, Lawrence, Kan. A.B. (U. of Kansas) '14.
 Elseaser, Oscar J., *s, a, w, sp*, Freeport. S.B. '13.
 Fancher, James Kenneth, *a*, Deer Lodge, Mont. U. of Montana.
 Finney, Clarence E. M., *w, sp*, Pittsburgh, Pa. S.B. (Westminster C.) '11.
 Fisher, Charles Edward, *sp*, Macomb. Senior C.
 Fister, George M., *a, w, sp*, Logan, Utah. S.B. (Utah Agricultural C.) '12.
 Flinn, Brainerd Pease, *a, w, sp*, Redwood Falls, Minn. Pomona C.
 Flynn, Michael H., *s, a, w*, Hartford, Wis.
 Foran, Francis Leo, *s, a, w, sp*, Worcester, Mass. A.B. (Holy Cross C.) '13.
 Fuller, Glenn Vincent, *a, w, sp*, Lima, Ohio. Ohio Wesleyan U.
 Galvin, George J., *a, w*, Chicago. McMinnville C.
 Gerish, Nettie L., *s*, Gypsum, Kan. Emporia Normal School.
 Gidley, William Francis, *s*, Holly, Mich. S.B. (U. of Michigan) '08.
 Giere, Silas Waldemar, *a, w, sp*, Sacred Heart, Minn. St. Olaf's C.
 Gifford, Homer R., *s*, Wapakoneta, Ohio. S.B. (Otterbein U.) '11.
 Gifford, Martha J., *s*, Corning, N.Y. Ph.B. (Kalamazoo C.) '10.
 Gilchrist, Virgil Martha, *s*, Moscow, Idaho. S.B. (U. of Idaho) '12.
 Gilroy, Earl William, *s*, Chicago. U. of Minnesota.
 Ginsburg, Harry, *s*, Chicago. S.B. '14.
 Gleason, Archie Leland, *a, w, sp*, Glenville, Minn. Senior C.
 Goff, W. R., *s*, Spencer, W.Va. U. of West Virginia.
 Go-Kee, Francisco, *a, w, sp*, Manila, P.I. Senior C.
 Golub, Samuel, *w*, Chicago. S.B. '14.

- Grassel, Albert G., *s*, Thompson. S.B. (Blackburn U.) '06.
 Gray, George Alexander, *a, w, sp*, Detroit, Mich. Senior C.
 Greenspahn, Sydney, *s, a*, Chicago. Senior C.
 Grichter, Benjamin B., *s, sp*, Chicago. Senior C.
 Groat, James T., *s*, Chicago. Senior C.
 Hager, Benjamin Harry, *a, w, sp*, Los Angeles, Cal. Senior C.
 Hardinger, Paul Milton, *a, w, sp*, Gays. U. of Illinois.
 Hardt, Leo J., *s, a, w, sp*, Chicago. S.B. '14.
 Harger, Chalmer Milton, *sp*, Topeka, Kan. U. of Nebraska.
 Harrington, Ethel R., *a, w, sp*, Chicago. Ph.B. '12.
 Harrington, Kathleen R., *a, w, sp*, Chicago. S.B. '14.
 Harris, Carl N., *s*, Wilmet, S.D. A.B. (Wabash C.) '10.
 Hart, William Harry, *a, w, sp*, Chicago. Senior C.
 Hartwig, Gerhard F., *s*, St. Ansgar, Ia.
 Heck, Frank Leroy, *w, sp*, Chicago. A.B. (Wittenberg C.) '14.
 Heise, Herman Alfred, *s, a, w, sp*, Milwaukee, Wis. A.B. (U. of Wisconsin) '13.
 Henderson, Arthur J., *s*, Lake Mills, Ia.
 Henkel, Lowell Lee, *a, w, sp*, Chicago. A.B. (Washburn C.) '12.
 Henry, William John, *s, a, w, sp*, Chester, S.C. A.B. (Erskine C.) '12.
 Heumann, Johanna, *a, w, sp*, Chicago. Senior C.
 Hicks, Clarence J., *a, w, sp*, Chicago. Columbia U.
 Higbee, David R., *s*, Omaha, Neb. U. of Omaha.
 Hines, Marion, *a, w, sp*, Albion. A.B. (Smith C.) '13.
 Holderman, Jacob William, *a, w*, Hutsonville. A.B. (DePauw U.) '09.
 Holmblad, Edward C., *a, w, sp*, Aurora. Lake Forest U.
 Horrall, Onis Harrison, *s*, Cannellburg, Ind. Indiana State Normal School.
 Hough, Wyman G., *sp*, Sibley, Ia. U. of Iowa.
 Houston, Frances, *s, a, w, sp*, Kalispell, Mont. S.B. '14.
 Huber, Harry Lee, *s, a, w, sp*, Mattoon. S.B. '10.
 Hunter, Alice M., *a, w, sp*, Grand Forks, N.D. A.B. (U. of North Dakota) '14.
 Hunter, Paul M., *s, a, w, sp*, Chicago. Senior C.
 Huntington, Earl D., *s, a, w, sp*, Chicago. Senior C.
 Ice, Noel Carlyle, *s*, Gifford. Western Reserve U.
 Inlow, William DePrez, *s, a, w, sp*, Manilla, Ind. S.B. '15.
 Ireland, Jay, *s, a, w, sp*, Bridgeport. Senior C.
 Jackson, Clancy M., *s*, Forsyth, Ga. Mercer U.
 Jacobson, Leroy, *a, w, sp*, Elkhorn, Wis. Beloit C.
 Johnson, Everett W., *s*, Columbia, Mo. U. of Missouri.
 Johnson, Henry C., *a, w, sp*, Iola, Wis. Senior C.
 Johnson, Russell C., *s, a, w, sp*, Oakland, Neb. Senior C.
 Jones, Harold Oakland, *s, a, w, sp*, Denison, Tex. A.B. (U. of Texas) '07.
 Joranson, Yngve, *a, w, sp*, Rock Island. A.B. (Augustana C.) '13.
 Kahan, Harry Leo, *s*, Gary, Ind. Senior C.
 Kanter, Aaron Elias, *s, w, sp*, Chicago. Senior C.
 Kaplan, David, *a, w, sp*, LaPorte, Ind. Senior C.
 Karcher, Frank J., *w*, Herscher. A.B. (U. of Illinois) '14.
 Keener, Harry A., *a, w, sp*, Grinnell, Ia. S.B. (Grinnell C.) '13.
 Kemper, Malcom, *a, w, sp*, Cincinnati, Ohio. Yale U.

- Kennedy, Berthold S., *a, w, sp*, Cornersville, Tenn. Senior C.
Kerrigan, Robert L., *a, w, sp*, Michigan City, Ind. S.B. (Purdue U.) '12.
Kilgore, Floyd, *s*, Vermilion. A.B. (DePauw U.) '12.
Knauf, Arthur R., *s*, Chilton, Wis. U. of Wisconsin.
Koptik, George, *s*, Chicago. Senior C.
Kornder, Louis Henry, *s, a, w, sp*, Cedarburg, Wis. A.B. (Ripon C.) '13.
Kuhn, Orta Edward, *s*, Stockton, Cal. A.B. (Baker U.) '06.
Kulvinaky, Max, *s, a, w*, Chicago. S.B. '15.
Lahners, Thomas, *s, a, w, sp*, Belvidere, Neb. S.B. (U. of Nebraska) '13.
Landis, William Albert, *s*, Chicago. Senior C.
Laus, Clark John, *sp*, Oshkosh, Wis. Senior C.
Laval, John, *a, w*, Chicago. Senior C.
Lebensohn, James Eleazar, *a, w, sp*, Chicago. S.B. '14.
Lee, James E., *s*, Chicago. Senior C.
Leonard, William Magruder, *a*, Fostoria, Ohio. S.B. (Western Reserve U.) '13.
Levin, David, *a, w, sp*, Chicago. Senior C.
Levin, Isadore Michael, *a, w, sp*, Chicago. Senior C.
Levy, David Mordecai, *a, w, sp*, Scranton, Pa. A.B. (Harvard U.) '14.
Lewis, Julian Herman, *a, w, sp*, Cairo. A.M. (U. of Illinois) '10.
Lewis, Marian, *a, w, sp*, Milwaukee, Wis. A.B. (U. of Wisconsin) '13.
Lowe, Cecil E., *s*, Severance, Kan. A.B. (Washburn C.) '13.
Lucas, Albert Dvorak, *s*, Chicago. S.B. (U. of Wisconsin) '12.
Lyon, Will Ferson, *s, a, w, sp*, Elkhorn, Wis. A.B. (Oberlin C.) '11.
McCann, Ezelle, *a, w*, Toombsub, Miss. Mississippi C.
McCarthy, Patrick T., *a, w, sp*, Anaconda, Mont. S.B. '14.
Macdonald, Hugh, *a, w, sp*, Peoria. Bradley Polytechnic Inst.
McIndoo, Ralph Emerson, *a, w, sp*, Chicago. Syracuse U.
McKenzie, Pierce, *a, w, sp*, Elwood, Ia. Senior C.
McNally, William D., *sp*, Chicago. A.B. (U. of Michigan) '05.
Maitland, Leslie M., *s, a, w, sp*, Chicago. S.B. (Michigan S. of Mines) '05.
Margolis, David Jacob, *s, a, w, sp*, Chicago. Harvard U.
Martin, Harry Paul, *s, a, w*, Chicago. A.B. (Monmouth C.) '02.
Mathews, William S., *a*, Ashland, Wis. Senior C.
Mattill, Peter Milton, *s, a, w, sp*, Inza, Mo. S.B. (Northwestern C.) '12.
Mayer, Katherine Martha, *s, a, w, sp*, Chicago. S.B. '11.
Meeker, William Raymond, *a, w, sp*, Hazel Dell. Senior C.
Melick, Clark Owen, *a*, Chicago. S.B. (Ohio State U.) '10.
Merriman, John Riley, *a, w, sp*, Chicago. U. of Illinois.
Miles, Lurine, *s*, Salt Lake City, Utah. A.B. (U. of Utah) '11.
Miller, Charles Philip, *a, w, sp*, Oak Park. Senior C.
Miller, Gertrude Helen, *a, w*, Chicago. Unclassified.
Mohr, George Joseph, *a, w, sp*, Seattle, Wash. U. of Washington.
Moncrieff, William F., *s*, Nashville, Tenn. M.S. (Vanderbilt U.) '13.
Moody, Willson Bridges, *a, w, sp*, Evanston. A.B. (Williams C.) '14.
Moorhead, Louis David, *s, a, w, sp*, Chicago. A.B. (St. Ignatius C.) '13.
Morgenroth, Frank C., *s*, Milwaukee, Wis. Unclassified.
Mulholland, W. J., *s*, Chicago. Unclassified.
Mumma, Claude S., *a, w, sp*, Forrester. Valparaiso U.

- Munna, Shirley B., *s*, Oxford, Ohio. Senior C.
Myers, Merrill M., *s*, Glenwood, Ia. S.B. (Des Moines C.) '13.
Naroditsky, Samuel, *sp*, Chicago. Senior C.
Nellans, Charles Thomas, *a, w, sp*, Chicago. Senior C.
Newcomb, Frank S., *a, w, sp*, Muskogee, Okla. Senior C.
Newman, Edward L., *a*, Chicago. Senior C.
Nichols, John Herbert, *s*, Chicago. A.B. (Oberlin C.) '11.
Noonan, James J., *a, w, sp*, Joliet. St. Ignatius C.
Noonan, William J., *a, w, sp*, Elma, Ia. Senior C.
Numbers, Joseph R., *a, w, sp*, Boise, Idaho. U. of Idaho.
Oates, Charles E., *s*, Little Rock, Ark. A.B. (U. of Arkansas) '06.
Ogden, Claude H., *s*, Cedarville, N.J. U. of Illinois.
Ohlendorf, Clarence, *a, w*, Park Ridge. S.M. '10.
Oliver, Henry E., *a, w, sp*, Signourny, Ia. U. of Iowa.
Oliver, Leonard B. E., *a, w, sp*, Signourny, Ia. U. of Iowa.
Olson, Carl Theodore, *a, w, sp*, Chicago. U. of Wisconsin.
Opie, Harold D., *a, w, sp*, Chicago. U. of Wisconsin.
Orlov, Henry Louis, *a, w, sp*, Chicago. Senior C.
Ortmayer, Marie, *s, a, w, sp*, Chicago. Ph. B. '06.
Paine, Norman C., *a, w, sp*, Chicago. S.B. '13.
Parmelee, Jane M., *a, sp*, Rochelle. Senior C.
Patrick, Florence N., *s, a, w*, Oak Park. S.B. '13.
Patton, Halford E., *a, w, sp*, Chicago. Indiana U.
Payne, Clarence H., *a, w, sp*, Chicago. U. of Michigan.
Pearlman, Samuel J., *s, a, w, sp*, Chicago. S.B. '14.
Pearsall, Clifford J., *a, w, sp*, Evansville, Wis. S.B. (Beloit C.) '14.
Perry, Eugene B., *a, w, sp*, Melvin. Senior C.
Pfunder, Malcolm C., *s, a, w, sp*, Greenwood, Wis. Senior C.
Poppen, Jacob, *a, w, sp*, Sioux Center, Ia. Hope C.
Portis, Sydney A., *w, sp*, Chicago. Senior C.
Poska, Sydney C., *a*, Lincoln, Neb. U. of Nebraska.
Powell, Clifford S., *a, w, sp*, Grinnell, Ia. S.B. (Grinnell C.) '13.
Preston, Paul J., *s*, Myelo, Minn. U. of Minnesota.
Pritchett, Lamar F., *s*, Thomasville, Ala. Unclassified.
Rabens, Isador H., *s*, Chicago. S.B. '13.
Ramos, Alfredo, *a, w*, Calumpit, P.I. A.B. (William Jewell C.) '14.
Rankin, Fred M., *a*, Akron, Ohio. Western Reserve U.
Ray, Ruth Bodine, *s*, Waco, Tex. A.B. (Baylor U.) '13.
Reed, Walter K., *s*, Boulder, Colo. State Preparatory S. of Colorado.
Roberts, Mildred Jessie, *s*, Chicago. A.B. (Smith C.) '12.
Robins, Charles A., *a, w, sp*, Rocky Ford, Colo. A.B. (William Jewell C.) '07.
Robinson, John E., *a*, Fort Worth, Tex. Fort Worth U.
Rock, John L., *s*, Lexington, Ky. S.B. (U. of Oklahoma) '14.
Roderick, Lee M., *s*, Brodhead, Wis. Ohio State U.
Rogers, Malcolm F., *a, w, sp*, Oconomowoc, Wis. A.B. (Columbia U.) '14.
Rogers, Maurice P., *w*, Oak Park. Senior C.
Rosenburg, Harry Louis, *sp*, Chicago. Senior C.
Rosenheim, Ethel, *a, w*, Chicago. S.B. '13.

- Ross, Vergil A., *a, w, sp*, Rossburg, Ohio. Junior C.
Rud, Anthony M., *a, w, sp*, Chicago. A.B. (Dartmouth C.) '14.
Ryall, George W., *a, w, sp*, Wooster, Ohio. U. of Wooster.
Saari, John A., *s, a*, Eveleth, Minn. U. of Minnesota.
Sauer, Henry C., *w, sp*, Rutland. Senior C.
Schaner, Morris, *s*, Toledo, Ohio. Senior C.
Schelm, George W., *s, a*, Denison, Ia. U. of Iowa.
Schlegel, Edward H., *a, w, sp*, Fort Wayne, Ind. U. of Michigan.
Schmitt, Edwin C., *s, a, w*, Moundridge, Kan. A.M. (U. of Kansas) '13.
Schuster, Franklin P., *a, w, sp*, El Paso, Tex. S.B. '15.
Schuster, Stephen A., *a, w, sp*, El Paso, Tex. Senior C.
Scott, Kate Frances, *a, w, sp*, Wooster, Ohio. Ph.B. (U. of Wooster) '12.
Seaburg, Elmer W., *a, w, sp*, Peoria. Bradley Polytechnic Inst.
Sellers, Arthur L., *a, w*, Bryan, Ohio. Manchester C.
Semerak, Celestin B., *s*, Chicago. Northwestern U.
Shapere, Abraham D., *a, w, sp*, Chicago. U. of Minnesota.
Sharp, William B., *s*, Nashville, Tenn. A.B. (U. of the South) '10.
Sherman, Borris J., *a, w, sp*, Chicago. Senior C.
Sherman, Maurice J., *a, w, sp*, Chicago. Senior C.
Sherwood, Noble P., *s*, Lawrence, Kan. A.M. (U. of Kansas) '11.
Shirk, Harold L., *a, w*, Topeka, Kan. A.B. (Washburn C.) '14.
Sloan, LeRoy Hendrick, *s, a, w, sp*, Aurora. S.B. '14.
Smith, Charles Spurgeon, *s*. S.B. (Baylor U.) '10.
Smith, Josephine Elizabeth, *a, w, sp*, Lawson, Mo. A.B. (Central C. for Women) '12.
Smith, Stuart Luthy, *a, w, sp*, Pittsfield. U. of Illinois.
Smith, Vern P., *a*, Waupun, Wis. Senior C.
Snyder, Howell, *a, w, sp*, Peoria. Bradley Polytechnic Inst.
Sobul, Solomon A., *a, w, sp*, Cleveland, Ohio. Western Reserve U.
Sonnenschein, Robert, *w*, Chicago. Unclassified.
Stam, Nicholas C., *a, w, sp*, Chicago. S.B. '15.
Stangl, Fred H., *a, w, sp*, St. Cloud, Minn. Senior C.
Stehman, Henry M., *a, w*, Pasadena, Cal. Occidental C.
Steinberg, Moses E., *a, w, sp*, Bassarabia, Russia. S.B. (U. of California) '14.
Stotter, Arthur L., *a, w, sp*, Chicago. Senior C.
St. Pierre, Edward Walter, *a, w*, Salem, Ore. A.B. (Willamette U.) '12.
Sweet, Winfield Carey, *s, a, w*, Chicago. S.B. (Colgate U.) '13.
Taylor, Charles Fletcher, *a, w, sp*, Chicago. Senior C.
Taylor, William Amory, *s*, Portage, Wis. U. of Wisconsin.
Teninga, Arthur, *a, w, sp*, Chicago. Senior C.
Thatcher, Harvey S., *a, w, sp*, Utica, Ohio. A.B. (Ohio State U.) '09.
Thiell, James Edward, *s*, Fond du Lac, Wis. Unclassified.
Thomas, William A., *s, a, w*, Chicago. Ph.B. '12.
Thompson, John Clark, *a, w, sp*, Sutton, Neb. U. of Nebraska.
Thomson, James E., *a*, Fort Worth, Tex. Fort Worth U.
Torpin, Richard Ivan, *a, w, sp*, Oakdale, Neb. A.B. (Nebraska Wesleyan U.) '13.
Tsuchiya, Hiromu, *s*, Osaka, Japan. A.B. (U. of Missouri) '13.
Tucker, David A., *s*, Hillsdale, Mich. A.M. (Parker C.) '10.

Van de Erve, Henrietta, *s*, Wauwatosa, Wis. Hope C.
 Venable; George Lyle, *a, w, sp*, Oskaloosa, Ia. Penn C.
 Volini, Italo, *s, a, w, sp*, Chicago. S.B. '14.
 Walker, William G., *a, w*, Riceville, Ia. Senior C.
 Ware, Julian V., *a, w*, Chicago. Unclassified.
 Warzeski, Edward, *a, w, sp*, Chicago. Senior C.
 Washburn, Arthur M., *s, a, w, sp*, Burlington, Ia. U. of Iowa.
 Watts, Charles Edward, *s, a, w, sp*, Juliaette, Idaho. S.B. (U. of Idaho) '13.
 Watts, Clyde Franklin, *a, w, sp*, Lancaster, Ky. Kingswood C.
 Webb, Robert Alexander, *s*, Louisville, Ky.
 Weishaar, Herman Oliver, *a, w, sp*, Heyworth. Hiram C.
 White, Paul Amos, *s*, Washington, D.C. S.B. '08.
 White, Willard D., *s, a, w, sp*, Seattle, Wash. U. of Washington.
 Wilcox, Henry Slater, *s*, Little Falls, N.Y. A.M. (Harvard U.) '11.
 Williams, Delon A., *a, sp*, Murray, Ky. U. of Kentucky.
 Williams, Frank Argyle, *a, w, sp*, Lockbourne, Ohio. S.B. '15.
 Woodward, Lee Roy, *a, w, sp*, Mason City, Ia. S.B. (Grinnell C.) '09.

MEN—275

WOMEN—25

TOTAL—300

SPECIAL STUDENTS TAKING MEDICAL COURSES

Barker, Augustus L., *s, a, w, sp*, Gadsden, Ala. S.M. (U. of Alabama) '11.
 Basinger, Harvey R., *w*, Pandora, Ohio. A.B. (Western Reserve U.) '09.
 Behrman, Michael, *a*, Covington, Ky. A.B. (U. of Cincinnati) '06.
 Bengston, Ida A., *a, w, sp*, Haward, Neb. A.B. (U. of Nebraska) '03.
 Berger, L. S., *a*, Chicago. U. of Wisconsin.
 Bergman, Henry D., *s*, Ames, Ia. Iowa State U.
 Berry, F., *a, w, sp*, Columbus, Ohio. A.M. (Ohio State U.) '13.
 Birdsall, C. A., *a*, Friend, Neb. Junior C.
 Blizzard, A. W., *s*, Baltimore, Ohio. S.B. (Ohio State U.) '13.
 Brons, G. P., *s*, Granburg, Tex. Unclassified.
 Buchanan, J. H., *s*, Ames, Ia. S.B. (Iowa State U.) '11.
 Burget, G. E., *a, w, sp*, Kempton, Ind. Indiana State Normal S.
 Caldwell, J. S., *s*, Jefferson City, Tenn. Ph.D. (U. of Chicago) '14.
 Campbell, Anna E., *s*, Covington, Ky. Unclassified.
 Cary, William E., *a, w, sp*, Gansevoort, N.Y. S.B. (Earlham C.) '12.
 Christman, C. H., *s*, Baton Rouge, La. Unclassified.
 Conover, L. Lenore, *s*, Detroit, Mich. S.B. (U. of Michigan) '95.
 Crosby, Elizabeth, *a, w, sp*, Petersburg, Mich. S.M. '13.
 Cummings, Mabel L., *s*, Normal. Unclassified.
 Cutler, Charles Edward, *s*, Hanover. S.B. (Coe C.) '09.
 Czaplner, M., *s*, Chicago. S.B. '14.
 Dalgity, Ruby, *a, w, sp*, Seattle, Wash. A.B. (U. of Washington) '10.
 DeSole, Adeline M., *a, w, sp*, Springfield. A.B. (Vassar C.) '14.
 Drake, Quaesita A., *a, w, sp*, Philadelphia, Pa. A.M. (Vassar C.) '11.
 Dykstra, C. J., *s*, Pella, Ia. S.B. (Central C.) '14.
 Echer, E. E., *a, w, sp*, Chicago. Agricultural C. of Holland.

- Embry, Hartley W., Chattanooga, Tenn. A.B. (U. of Nashville) '07.
Evans, Alice, a, LeRayville, Pa. S.M. (U. of Wisconsin) '10.
Field, Hazel, a, w, sp, Monticello, Ind. A.B. (Western C. for Women) '12.
Foster, Mary L., s, West Roxbury, Mass.
Gaines, W. L., s, a, w, sp, Crete. M.S. (U. of Illinois) '10.
Hanke, M. T., a, Chicago. S.B. '14.
Hartman, C. G., s, Austin, Tex. A.M. (U. of Texas) '04.
Harvey, Edward M., s, Wichita, Kan. A.B. (Friends U.) '10.
Holmes, Harriet F., a, w, sp, Chicago. A.B. (Vassar C.) '95.
Hyman, Libbie H., a, Ft. Dodge, Ia. S.B. '10.
Jensen, Gerhard H., s, Chicago. Ph.D. '06.
Keeton, Robert Wood, s, Gibson, Miss. S.M. '13.
King, C. E., s, Thornville, Ohio. Ph.D. '14.
King, Jessie Luella, s, Richmond, Ind. Ph.D. (Cornell U.) '11.
Knight, E., s, Chicago. Leland Stanford Junior U.
Knight, L. Irving, a, w, sp, Urbana. S.B. (U. of Illinois) '09.
Kraybill, H. R., w, Mount Joy, Pa. S.B. (Penn State C.) '13.
MacArthur, John Wood, a, Bowmansville, N.Y. A.M. (Wabash C.) '12.
McBride, J. F., s, a, Indianapolis, Ind. S.B. (Butler C.) '14.
Menten, Maud L., a, w, sp, Forest, Canada. A.B. (Toronto U.) '04.
Miller, Elizabeth, a, East Chicago, Ind. Ph.B. '14.
Moore, Carl R., a, w, sp, Springfield, Mo. S.B. (Drury C.) '13.
Myers, John T., w, Eskridge, Kan. S.M. (U. of Kansas) '12.
Olmsted, J. M. D., s, Brocton, Mass. A.M. (Oxford U.) '14.
Pechstein, Louis Augustus, w, Clinton, Mo. S.B. (U. of Missouri) '13.
Phillips, T. G., s, Columbus, Ohio. S.M. (Ohio State U.) '13.
Pieper, C. J., s, Chicago. A.B. (Wabash C.) '10.
Preston, P. J., s, Chicago. U. of Minnesota.
Pyles, M. R., s, Lone Elm, Kan. S.M. '13.
Reedy, John Henry, s, San Marcos, Tex. A.M. (Southern U.) '00.
Rigg, G. B., s, Seattle, Wash. Ph.D. '14.
Riggs, L. K., a, w, sp, Toledo, Ia. S.B. (Leander Clark U.) '11.
Rogers, Fred Terry, s, a, w, sp, Waco, Tex. A.B. (Baylor U.) '11.
Roller, Charles I., a, w, Naperville. Ph.B. (Northwestern C.).
Saunders, C. W., s, Shreveport, La. S.M. '11.
Schley, Eva, a, Topeka, Kan. Ph.D. '14.
Sears, H. J., s, Palo Alto, Cal. A.M. (Leland Stanford Junior U.) '12.
Sharp, William B., s, Nashville, Tenn. A.B. (U. of the South) '10.
Sherman, Hope, s, w, sp, Brookline, Mass. A.B. (Smith C.) '07.
Sidway, Gladys L., a, w, sp, Chicago. Junior C.
Slye, Maud, a, w, sp, St. Paul, Minn. Ph.D.
Smith, L. A., s, Portis, Kan. A.M. (U. of Kansas) '14.
Spieth, G. E., s, Albany, Mo. A.B. (Defiance C.) '11.
Supple, O. E., a, Chicago. Lewis Inst.
Syverson, Bion C., s, Chicago. Unclassified.
Trumble, Anna C., Decatur. Unclassified.
Tseo, P. Y., s, Nanchang, China. U. of Michigan.
Vineyard, Anna, s, Helena, Ark. S.B. (U. of Mississippi) '09.

Waller, J. C., *w*, London, England. A.B. (Cambridge U.).

Wayland, T. A., *s*, Oak Park. U. of Illinois.

White, Ernest H., *s*, Comer, Ky. A.B. (Clark U.) '01.

White, Katherine F., *s*, Chicago. Northwestern U.

Worcester, J. L., *s*, Brigham, Ala. Unclassified.

MEN—56

WOMEN—23

TOTAL—79

SUMMARY OF ATTENDANCE IN THE MEDICAL COURSES, 1914-15

	Men	Women	Total
Medical students.....	273	24	297
Special students taking medical courses.....	56	23	79
Total.....	329	47	376

THE COLLEGE OF EDUCATION

- Abell, Edith Perrigo, *a, w, sp*, Chicago. U. of Michigan '98-'01.
 Abernethy, Edith, *a, w, sp*, Batavia. U. of Southern California '12.
 Abrams, Ella, *a, w, sp*, Chicago. Tuley Hs. '13.
 Abrams, William, *s*, Chicago. Chicago Normal S.
 Adams, Alice, *a, w, sp*, Sycamore. Northern Illinois State Normal S. '08.
 Addicks, Fedora, *a, w, sp*, Chicago. Erasmus Hall Hs. '13.
 Addicks, Helene, *a, w, sp*, Chicago. Erasmus Hall Hs. '13.
 Adkins, Alta Viola, *s*, Laporte, Ind. Cook County Normal S.
 Aiken, Helen Rocelia, *s*, Evanston. Evanston Hs. '00.
 Albert, Mrs. Jessie Sutton, *s*, Muskegon, Mich. Michigan Central State Normal S. '09-'13.
 Albert, Lynn Binkley, *s*, Muskegon, Mich. Rochester Theological Sm. '86;
 Micaigan Central State Normal S. '09-'13.
 Albright, Susan Ransom, *s*, Detroit, Mich. East Division Hs., Milwaukee.
 Alderson, Mable Inez, *s*, Hillsboro, Tex. C. of Industrial Arts '12.
 Aldray, Esther Victoria, *s*, Chicago. Minnesota C. '10-'12.
 Aldrich, Ethel Maude, *s*, Topeka, Kan. Washburn C.
 Alexander, Annie E., *s*, West, Miss. U. of Mississippi '90-'96.
 Allan, Helen M., *s, a, w, sp*, Chicago. Hyde Park Hs. '12.
 Allcott, William Lee, *s*, Joliet. Jacksonville Hs. '13.
 Allen, Frances E., *s*, Hammond, Ind. Lewis Inst.
 Allen, Grover Cleveland, *s*, King City, Mo. U. of Missouri.
 Allman, Dorothy Florence, *a, w, sp*, Chicago. Hyde Park Hs. '13.
 Allred, Clay Rebecca, *s*, Salina, Utah. U. of Utah, Summer '11-'13.
 Amerman, Nona Leigh, *s*, Houston, Tex. Houston Hs. '95.
 Anderson, Julia M., *s*, Rock Island. Illinois State Normal U.
 Anderson, Marguerite Cason, *a, w, sp*, Maywood, Mo. Howard Payne C. '14.
 Andrews, Jestina Marinda, *s*, Norcatur, Kan. Kansas State Agricultural C. '08-'12.
 Anguera, Margaret de, *a, w, sp*, Chicago. Calumet Hs. '10.
 Anthony, Cora Alice, *a, w, sp*, Chicago. Schurz Hs. '13.
 Argabright, LaVerne, *s*, Dowagiac, Mich. Western State Normal S. '12.
 Armstrong, Clara, *s*, Idabel, Okla. Honey Grove Hs.
 Arnold, Pearl, *s*, Knoxville. Central Primary Normal S.
 Arnote, Grace, *s*, Polo, Mo. Liberty, Mo., Hs. '09.
 Arrington, Ella Bolivia, *s*, Georgetown, Ky. Kentucky Normal C. '09-'10.
 Atwood, Adelaid Vivian, *s*, Coffeyville, Kan. Neodesha Hs. '98-'99.
 Augenstein, Helen Lucile, *s*, Napoleon, Ohio. Ohio State U. '12-'13.
 Averill, Maud Winifred, *a, w, sp*, Muskegon, Mich. Muskegon Hs.
 Avery, Laura, *s*, Joliet. Joliet Township Hs. '01.
 Ayers, Helen Beach, *a*, Chicago. Radcliffe C. '99-'00; Toledo Normal S. '00-'01.
 Bakkén, Olava G., *a, w, sp*, St. Ausgar, Ia. St. Olaf C. '04-'05.
 Bailey, Rose Ella, *s*, Davenport, Ia. State Normal S., Davenport, '94.
 Baker, Anna Marie, *s*, Racine, Wis. Hamline U. '96-'97; South Dakota Wesleyan U. '98-'99.

- Baker, Marie, *s*, Chicago. Tuskegee, Ala., State Normal S. '12-'13.
- Baker, Walter Samuel, *s*, Caldwell, Idaho. S.B. (Valparaiso U.) '06; Ped.B. (*ibid.*) '07.
- Baldwin, Isabel Cherry, *s*, Jacksonville. Illinois Woman's C. '97.
- Banting, George Orton, *s*, Houghton, Wis. Arcadia Hs., Wisconsin.
- Barger, Edith May, *s*, Hammond, Ind. Iowa Teachers C.
- Barksdale, Cornelia Elizabeth, *s*, Nashville, Tenn. Columbia U., Summer '12, '13.
- Barnes, Pearl Glendora, *s*, Indianapolis, Ind. Teachers C. of Indianapolis '06.
- Barry, Alberta Elizabeth, *s*, Louisville, Ky. Kentucky Central Colored Normal S. '06.
- Barth, Luther Bardon, *a, w, sp*, Chicago. Heidelberg U., Tiffin, Ohio, '06-'08.
- Bate, Mary Teresa, *s, a, w*, Chicago. Wendell Phillips Hs. '13.
- Bates, Belle, *s*, Fort Worth, Tex. Baylor U. Normal S.
- Bateson, Lula LaVanche, *a, w*, Scranton, Pa. S. of the Lackawanna '11.
- Baumiller, George Nicholas, *s*, Nutwood, Ohio. Capital University C.
- Beasley, Edna Gertrude, *s*, Abilene, Tex. A.B. (Simmons C.) '14.
- Beatty, Edward, *s*, Warrensburg, Mo. State Normal S., Warrensburg, '04.
- Beauchamp, Wilbur Lee, *s*, Holton, Kan. S.B. (Kansas State Agricultural C.) '13.
- Bell, Byrd M., *s*, Paris, Tex. Austin Hs. '99.
- Bender, Anna Maud, *s*, Kalamazoo, Mich. Western State Normal S. '09.
- Benge, Minnie, *s*, Tahlequah, Okla. State Normal S., Springfield, Mo.; Northeastern State Normal S. (Oklahoma).
- Benham, Elizabeth Denel, *s, a, w, sp*, Charlevoix, Mich. Central State Normal S., Mount Pleasant.
- Benners, Eleanor Haywood, *a*, Dallas, Tex. Peabody Teachers C. '09.
- Benoy, Grace Pickard, *a, w, sp*, Fort Wayne, Ind. Winona C., Summer '13.
- Benton, Fidelia Louise, *s*, Topeka, Kan. State Manual Training Normal S. Pittsburg '10-'11.
- Berry, Idella Rettena, *s*, Dover, N.H.
- Berry, Mary Alexander, *a, w, sp*, Pensacola, Fla. Florida State Normal S. '04.
- Bertrams, Mathilda E., *a, w, sp*, Chicago. Schurz Hs. '14.
- Bealey, Winifred Anne, *s*, Houston, Tex. Brownell Hall '90.
- Bettcher, Elizabeth Eleanor, *w*, Wayne, Neb. Indiana State Normal S. '90; Indiana U. '93-'94.
- Bevington, Rachel Irene, *s*, Lakewood, Ohio. Wooster U.
- Bidwell, Mrs. Alta Ford, *s*, Terre Haute, Ind. Indiana State Normal S. '07-'11.
- Bier, Anna, *s*, Greenville, Ohio. Pratt Inst. '10.
- Biery, Rosa Lucy, *a, w, sp*, Wauseon, Ohio. Wauseon Hs. '11.
- Billig, Florence Grace, *a, w, sp*, Rockford. Northern Illinois State Normal S. '10.
- Billington, Maud Blanch, *s*, Pasadena, Cal. Colorado State Normal S. '07; Ohio U., Summer '04.
- Billman, Ola Thompson, *s*, Shelbyville, Ind. Bradley Polytechnic Inst.
- Bishop, Adelia Nelson, *s*, Decatur. Illinois State Normal S. '00.
- Bitomski, Frank Paul, Jr., *s*, Exeter, N.H. Phillips Exeter A.
- Bixby, Mrs. Grace Lukens, *s*, Chicago. Wendell Phillips Hs.
- Black, Aeolian, *s*, New Orleans, La. New Orleans Normal and Training S. '09.

- Blackman, Frances Louisa, *s*, Des Moines, Ia. West Des Moines Hs. '94.
 Blade, Marion Elizabeth, *s*, Chicago. Chicago Normal S. '10.
 Blain, John Simon, *s*, Madisen, Wis. New Mexico C. of Agriculture and Mechanic Arts '11.
 Blankenship, Cordelia, *s*, Paragon, Ind. Earlham C. '12-'13.
 Blasingame, Bertha, *sp*, Augusta, Ga. State Normal S., Augusta '08.
 Blish, Marjorie, *a, w, sp*, Des Moines, Ia. Drake U. '12-'14.
 Bliven, Emma May, *s*, Sioux City, Ia. State Normal S., Sioux City '92; Lewis Inst.
 Block, Maurice, *a, w, sp*, Galion, Ohio. Galion Hs. '06.
 Bloxom, Mattie Ann, *s*, Independence, Kan. U. of Kansas.
 Boal, Esther Carrie, *s*, Hobart, Ind. Hobart Hs. '07.
 Boland, May Frances, *s*, Decatur. Decatur Hs. '01.
 Bond, Emma, *s*, Richmond, Ind. Earlham C.; State Normal S., Richmond.
 Bostaph, Ione Vivian, *sp*, Harvey. Thornton Township Hs. '12.
 Bottenfield, Eara Oren, *a, w, sp*, Chicago. Austin C. '03; McKendree C. '03-'04; Eastern Illinois State Normal S. '08.
 Boughton, Edith May, *s*, Chicago. Chicago Free Kindergarten Association, '00.
 Boursier, Alice Loretta, *s*, Stevens Point, Wis. State Normal S., Stevens Point, '13.
 Bowers, Alice Margaret, *s, a, w*, Stephenson, Mich. Marinette Hs. '12.
 Bowers, Lucy, *s*, Quincy. Quincy Hs. '90.
 Bowman, Edith, *s*, Richmond, Ind. Earlham C.
 Bowman, Laura Lestina, *a, w, sp*, Sundance, Wyo. South Dakota State Normal S. '09.
 Boyer, Nola E., *s*, Sheridan, Ind. Purdue U., Summer, '13, '14.
 Boyle, Cleo Grace, *s*, Butler, Ind. Thomas Normal Training S.
 Bosarth, Norma Elmina, *a, w, sp*, Lexington, Neb. Lexington Hs. '14.
 Bradbury, Stella, *s*, Chicago. U. of Michigan '09-'10.
 Bradner, Caroline Margaret, *s*, Warwick, N. Y. Pratt Inst. '07.
 Brandon, Della, *s*, Andrews, Ind. Teachers C. of Indianapolis '09-'10.
 Brenneman, Erna Marie, *a, w, sp*, Hennepin. State Normal S. '06, Dekalb; U. of Washington, Summer '13.
 Brenneman, Ruth Victoria, *s*, Goshen, Ind. Bradley Polytechnic Inst. '11.
 Bright, Mary Aline, *s*, Mobile, Ala. Barton A. of Mobile '95.
 Brinson, Fred Arthur, *s*, Millen, Ga. Gordon Inst. '96.
 Brisley, Mabel Evelyn, *a, w, sp*, Prescott, Ariz. Girls' Collegiate S., Los Angeles, '11.
 Broberg, Mabel May, *s*, Humboldt, Kan. Kansas State Agricultural C. '08.
 Bronaugh, Lola May, *s*, Muskogee, Okla. Muskogee County Normal S. '10.
 Brookes, Daisy Elizabeth, *s*, Winston-Salem, N.C. Teachers C. '12.
 Broun, Lillian Bon Roe, *a*, Chicago. Lewis Inst. '11-'13.
 Browder, Lucie Rebecca, *s*, Decatur, Ga. Montgomery, Ala., Hs. '13.
 Brown, Annie Lizzie, *s*, Lexington, Miss. Lexington Normal S. '92; Artisan Inst.
 Brown, Clara S., *s*, Pomona, Cal. Butler C. '02.
 Brown, Emma, *s*, Salt Lake City, Utah. Utah State Normal S. '01.
 Brown, Eustus Herdman, *s*, Napoleon, Ohio. Ohio Northern U.
 Brown, Gertrude Reed, *s, a, w, sp*, Chicago. Hyde Park Hs. '13.

- Brown, Marie Spratt, *s*, Louisville, Ky. Louisville Hs. '86.
Brown, Mrs. Minerva D., *s*, Joliet. Burlington, Ia., Hs. '02.
Brunig, Elizabeth L., *a, w, sp*, Kansas City, Mo. Westport Hs. '12.
Buchsbaum, Mildred, *sp*, Chicago. Wendell Phillips Hs. '15.
Bulkley, Joseph Randall, *s*, Orangeburg, S.C. A.B. (Claffin U.) '94.
Bullette, Nellie F., *s*, Tulsa, Okla. Unclassified.
Burg, Bernard Benjamin, *s*, Chicago. Industrial Hs., Russia, '97.
Burke, Lucy, *s*, Waukegan. St. Alberta's A.
Burkhalter, Ruth Anna, *s*, Corsicana, Tex. Southwest Texas Normal S. '13.
Burkhart, Stella, *s*, Chicago. Teachers C. '11-'13.
Burns, Nelle, *s*, Cuero, Tex. Southwest Texas Normal S. '13.
Burnworth, Samuel V., *s*, Mount Blanchard, Ohio. Unclassified.
Burris, Florence Belle, *s*, Platteville, Wis. State Normal S., Platteville '08.
Burris, Mary H., *s*, Platteville, Wis. State Normal S., Platteville '10.
Bush, Jessie Jane, *s*, Laurel, Miss. Laurel Hs. '11.
Butcher, Martha Glendora, *s*, Winchester, Ind. Thomas Normal Training S. '13.
Button, May Elizabeth, *s*, Carthage, S.D. Drake U. '13.
Byrnes, Nell, *s*, Fort Worth, Tex. Southwest Texas Normal S. '13.
Callinan, Mary Catherine, *s*, Chicago. St. Gabriel's Hs. '09.
Cameron, Mrs. Clara Abbie, *s*, Springfield, Mo. Dewey C. '11.
Campbell, Florence Hopewell, *s*, Morganfield, Ky. Madisonville Hs. '07.
Campbell, Floy Martha, *s*, Parsons, Kan. Kansas State Manual Training Normal S. '14.
Canada, Leota Fae, *s*, Parker, Ind. Muncie Normal Inst. '12.
Cannon, Beatrice, *s*, Chicago. Chicago Art Inst. '99-'02.
Canty, Margaret, *s*, Milwaukee, Wis. State Normal S., Oshkosh, '90, '96.
Carberry, Loretta Cecelia, *s*, Chicago. St. James Hs. '11.
Carlisle, Julie Marguerite, *s*, Lincoln, Neb. Monroe, Mich., Hs. '99.
Carmichael, Mrs. Lilla Maude, *s*, Canadian, Tex. North Texas Normal S.
Carpenter, Carl Clarence, *w*, Whiting, Ind. Whiting Hs. '13.
Carr, Edward Livingston, *s*, Ewing. A.B. (Ewing C.) '03.
Carrier, Alfred Cornelius, *s*, Chicago. Lane Technical Hs. '10.
Carroll, Marion B., *s*, Kansas City, Mo. Central Hs. '03.
Carson, Alice Eugenia, *s*, Omaha, Neb. State Normal S., Peru '00.
Carson, Mrs. Marion Powell, *s*, DeLand, Fla. John B. Stetson U. '89.
Carter, George Henry, *s*, Chicago. State Normal S., Platteville, Wis., '04-'05.
Carter, Joselle Thomasine, *s*, Memphis, Tenn. St. Mary's of the Woods '04-'09.
Cary, Mrs. Marie L., *sp*, Chicago. John Marshall Hs. '02.
Case, Bertha, *s*, Peoria. Nebraska State Normal S. '99; Bradley Polytechnic Inst. '09.
Castle, Bessie Oneda, *s*, Dallas, Tex. Dallas Hs. '07.
Caughran, Sallie, *s*, Fayetteville, Tenn. State Normal S., Murfreesboro, Middle Tennessee, '13.
Cavins, Mrs. Neva Adams, *s*, Joliet. State Normal S., Stevens Point, '11.
Chambers, George Walter, *s*, Anderson, S.C. Peabody C. '93-'95; U. of Nashville '95-'96.
Chambers, Tula Mason, *s*, Owensboro, Ky. Western Kentucky State Normal S. '11.

- Chapel, Avis Gray, *s*, Chicago. Michigan State Normal C., Ypsilanti '97.
Chapman, Margaret Louise, *w, sp*, Coldwater, Mich. Lasell Sm.
Chase, Mrs. Charlotte Pearce, *s*, Hancock, Mich. Unclassified.
Cheesman, Emma Lou, *s*, Rosedale, Kan. Westport Hs. '13.
Chenault, Blanche May, *s*, Indianapolis, Ind. Indianapolis Normal S. '11.
Chenoweth, Blanche Epy, *w, sp*, Indianapolis, Ind. State Normal S., Kirksville, Mo., '92.
Childers, Foust, *s*, Anderson, Ind. Anderson Hs. '12.
Chisholm, Ruth Evelyn, *a, w*, Chicago. Illinois Wesleyan U. '12-'14.
Chollar, Maud, *s*, Portland, Ore. U. of Colorado '11; U. of California '12.
Chrismon, Mary Lena, *w*, Chicago. Agricultural and Industrial State Normal S., Nashville, Tenn., '14.
Christian, Minnie Pearl, *s*, Red Cloud, Neb. Tarkio Hs. '02.
Cissne, Wilma Alice, *s*, South Bend, Ind. South Bend Kindergarten Training S. '11.
Clark, John Virgil, *s*, Morris, Okla. Indiana State Normal S. '09.
Clark, Lulu May, *s*, North Manchester, Ind. Cook County Normal S. '94; Indiana U.
Cleaver, Carl Donald, *s*, Anderson, Ind. Indiana State Normal S.
Clifford, Mrs. Nellie May, *sp*, Virginia. Valparaiso Normal S. '95; A.B. (Memphis Conference Female Inst.).
Cole, Joseph Ganoug, *s*, St. Louis, Mo. Normal Inst. of Colorado.
Collins, Charles Eugene, *s*, Chicago. S.B. (Illinois Wesleyan U.) '88; LL.B. (Illinois C. of Law) '02.
Collins, Jean, *s*, Freeport. Lewis Inst. '12.
Colvin, Lois Fern, *s*, Clinton, Mo. State Normal S., Warrensburg, '12.
Compton, Isabella, *s*, Chicago. Hyde Park Hs.
Conley, Charles Clarence, *s*, Fulton, S.D. Northern Illinois State Normal S.; U. of Illinois.
Connery, Catherine Agnes, *w*, Chicago. Chicago Normal S.
Connolly, Agnes L., *s*, Colo, Ia. State Normal S., Fairmount.
Conover, Grace Rosamond, *s*, Detroit, Mich. Detroit Art S. '06.
Consort, Jessie Helen, *s, a, w, sp*, Chicago. Cadillac, Mich., Hs. '12.
Conway, Corrie Lee, *s, a, sp*, Brownwood, Tex. L.B. (Campbell-Hagerman C.).
Cook, Anna Dolores, *s*, St. Louis, Mo. Columbia U. '02-'05.
Cook, Annie Elizabeth, *s*, Milledgeville, Ga. Georgia Military A.; Georgia State Normal S.
Cook, Ruby Elizabeth, *s*, Laurel, Miss. Laurel Hs. '11.
Coombes, Anna Amelia, *s*, Superior, Wis. State Normal S., Superior, '13.
Coon, Blanche, *s*, Waukegan. Waukegan Hs. '94.
Cooney, William J., *s*, Chicago. Chicago Normal S. '07.
Cooper, Anne Gordon, *s*, Memphis, Tenn. Memphis Hs. '12.
Cooper, Emma Ellene, *s*, Topeka, Kan. Washburn C. '09-'13.
Cosby, Jennie Bell, *s*, Owensboro, Ky. Public S.
Costigan, Statia Mary, *s*, Berlin Heights, Ohio. Berlin Heights Hs. '08.
Coulter, Margaret, *s*, Sioux City, Ia. Burlington Hs. '89.
Covey, Julia, *s*, Cuero, Tex. Southwest Texas Normal S. '13.
Cowan, Jessie Grace, *s*, Lenox, Ia. Drake U.

- Cowart, Nelson Sylvester, *s*, Weatherford, Okla. S.B. (Holbrook Normal S.) '08.
 Cowdrick, Eugene, *s*, Topeka, Kan. U. of Kansas '84.
 Cox, Cammie Beatrice, *s*, Jackson, Miss. Jackson C. '12.
 Cox, Frederica, *s*, Coffeyville, Kan. State Normal S., Emporia, Summer '02.
 Craft, Susie Ann, *s*, Denison, Ia. State Normal S., Cedar Falls, Summer '01, '02.
 Craney, Mary Emily, *s*, Chicago. Chicago Normal S. '05-'06.
 Cravath, Ida Mara, *a, w*, Whitewater, Wis. State Normal S., Whitewater, '86;
 Pratt Inst. '93-'95.
 Crebs, Margaret, *s*, Helena, Ark. A.B. (Galloway C.) '01-'04.
 Cunningham, John Nelson, *s*, Glidden, Ia. S.B. (Tarkio C.) '08.
 Curry, Jasper Warren, *s, a, w*, Whiteland, Ind. Indiana State Normal S.
 Dahl, Marie, *s*, Strum, Wis. Lewis Inst. '12.
 Dailey, Sarah Margaret, *s*, Ottumwa, Ia. Ottumwa Hs. '05.
 Daily, Rose Eleanor, *sp*, North Vernon, Ind. Indiana U.
 Dalgetty, William Doig, *a, w, sp*, Chicago. Calumet Hs. '13.
 Darrow, Gertrude, *a, w, sp*, Chicago. Wendell Phillips Hs. '11.
 Daugherty, Nellie Grace, *s*, Warren, Ohio. Warren Hs. '93.
 Davidson, Jessie Alice, *s*, Kansas City, Mo. Milwaukee Hs. '00-'02.
 Davies, John Howell, *s*, Lincoln, Kan. Kansas State Normal S. '03; U. of
 Kansas '04-'05.
 Davis, Aimee Angell, *s*, Chicago. Tulane U. '08.
 Davis, Cora Irene, *s, a, w, sp*, Chicago. Rayen Hs. '88.
 Davis, Effie, *s*, Bernice, La. A.B. (Louisiana Female C.) '02-'04.
 Davis, Helen Mary, *s*, El Dorado Springs, Mo.
 Davis, Mary Dabney, *s*, Geneseo, N.Y. Pratt Inst. '05.
 Davis, Zippora Lucy, *s*, Dyer, Ind. Hobart Hs.
 Dawson, Teresa Ursula, *s*, Oklahoma City, Okla. Illinois State Normal S. '97.
 DeChaumes, Helen Carmer, *s*, Houston, Tex. Houston Hs. '89.
 DeGroot, Ruth Elizabeth, *a, w, sp*, Chicago. Webster Groves, Mo., Hs. '12.
 Denney, Julia, *s*, Independence, Kan. Kansas State Normal S., Summer '10, '13.
 Denney, Nancy Briton, *s*, Independence, Kan. Kansas State Normal S. '11.
 Dennis, Della E., *s*, Crawfordsville, Ind. Crawfordsville Hs. '93.
 Dennis, Kate E., *s*, Crawfordsville, Ind. Crawfordsville Hs. '96.
 Dennis, Ruth Helen, *a, w, sp*, Chicago. Bowen Hs. '14.
 Denzler, Bertha Magdalene, *sp*, Indianapolis, Ind. Indianapolis Normal S. '06.
 Butler C., Summer '08, '10.
 Detweiler, Margaret, *a, w, sp*, Seville, Ohio. Goshen A. '11.
 Deuter, Aimee, *s*, Chicago. South Division Hs. '03.
 DeVries, Olga Rose, *a, w, sp*, Aplington, Ia. Rockford Hs. '12.
 DeWolf, Mrs. Bernice Buck, *s*, Gibbon, Neb. Gibbon Hs. '07.
 Dial, Mrs. Tura Eugenia, *s*, Dallas, Tex. U. of Texas.
 Dickerson, Emma Grace, *a, w, sp*, Chicago. Evanston Classical S.
 Dietmeyer, Alma Marie, *s*, Waukegan. State Normal S., DeKalb, Summer
 '03, '04.
 Dietz, Clara Mebert, *s*, Chicago. U. of Michigan '03-'04.
 Dineen, Nona Abigail, *s*, Whiting, Ind. Valparaiso Normal S. '13.
 Dinkmeier, Theodora Catherine, *sp*, St. Charles, Mo. Valparaiso U. '07-'08.
 Dinius, Lillian, *a*, Roanoke, Ind. A.B. (Indiana U.) '02.

- Dodds, Mary West, *s, a*, Chicago. Ohio Wesleyan U. '10-'12; U. of California '12-'13.
- Doll, Virginia, *s*, Cincinnati, Ohio. Woodward Hs. '13.
- Donnell, Laura Blanche, *s*, Greensburg, Ind. Iowa State Normal S.; Missouri State Normal S.
- Donnelly, Anna Burge, *s*, Davenport, Ia. Davenport Training S. '90.
- Dorland, Inez, *s*, Aurora, Neb. Council Bluffs, Ia., Hs. '00.
- Dorrel, Jean Amelia, *a, w, sp*, Aurora, Ind. Lewis Inst. '14.
- Dougherty, Mary Lorette, *s*, Kansas City, Kan. Washburn A. '90-'91.
- Dowd, Nelle Elizabeth, *s*, Jefferson City, Mo. State Normal S., Warrensburg '13.
- Doyle, Neva Elmira, *s*, Hebron, Ind. Valparaiso U.
- Droegemeyer, Ida C., *s*, Burlington, Ia. Burlington Normal S. '89.
- Ducker, Mabel Lucile, *a, w, sp*, Chicago. Hyde Park Hs. '09.
- Ducker, Margaret Lenore, *a, w, sp*, Chicago. Hyde Park Hs. '12.
- Dueringer, Esther Louise, *a, w, sp*, Elgin. Elgin Hs. '12.
- Dunbar, Natalie, *s*, Chicago. Hyde Park Hs.
- Duncan, Myrtle Hopper, *s*, Anchorage, Ky. Western Kentucky State Normal S. '10.
- Dunn, Ethel Clare, *s*, Camanche, Ia. Iowa State Teachers C. '09.
- Dunning, Flora Crego, *s*, Chicago. Chicago Normal S. '97; U. of Wisconsin.
- Durham, James Garfield, *s*, Berea, Ky. Berea C. '14.
- Durland, Gilberta, *s*, Norfolk, Neb. State Normal S., Peru '14.
- Dyer, Sophronia, *s*, Camp Hill, Ala. U. of Tennessee; Summer S. of the South.
- Eastham, Delha Marguerite, *s*, Huntsville, Tex. L.B. (North Texas Female C.) '13.
- Ebert, Norma Julia, *s*, Evansville, Ind. Evansville Hs. '10.
- Edwards, Ida May, *s*, Chicago. Waukesha, Wis., Hs. '92.
- Edwards, Mrs. Ona, *s*, Foreman, Ark. Foreman Hs. '99.
- Edwards, Thomas Arthur, *s*, Berea, Ky. Ohio Northern U. '85.
- Ehmsen, Ella, *s*, Portland, Ore. Berkeley (Cal.) Summer Normal S. '13.
- Elkin, Sarah K., *a, w, sp*, Chicago. Purdue U. '11-'14.
- Elledge, Anna Bell, *s*, Kansas City, Mo. Illinois State Normal S. '89.
- Elliott, Mildred, *a*, Chicago. Kenwood Inst. '11.
- Ellis, Effie Grace Wells, *s*, Rockford. South Belvidere Hs. '10.
- Ellis, Hazel Annette, *w, sp*, Chicago. U. of Illinois.
- Ellis, Joy, *s*, Muncie, Ind. Indiana State Normal S.
- Ellsberry, Palmer Ready, *s*, Dallas, Tex. Lewis Inst. '11.
- Ellwood, Leora Blanch, *s*, Cameron, Mo. A.B. (Missouri Wesleyan C.) '11.
- Elasser, Sophie Marie, *s*, Omaha, Neb. Nebraska Normal C. '99-'01.
- Emanuelson, Rose Elaine, *a, w*, Morgan Park. Morgan Park Hs. '14.
- Enger, Frances M., *a, w, sp*, Wilmette. Schurz Hs. '14.
- Erickson, Wilhelmina Charlotte, *s*, Red Wing, Minn. U. of Minnesota.
- Etheridge, Mamie, *s*, Dallas, Tex. Sam Houston Normal Inst.
- Evans, Dove, *s*, Ola, Ark. Meridian Woman's C. '08-'09.
- Evants, Grace Millie, *s*, Winette, Okla. State Normal S., Edmond '00.
- Everett, Emma, *s*, Wichita, Kan. Kansas State Normal S.
- Evers, Nellie, *a, w, sp*, Chicago. Curtis Hs. '10.
- Falconer, Evelyn, *a*, Morgan Park. Wallowa County, Ore., Hs. '11.

- Falls, Laura, *s*, Dallas, Tex. Teachers C., Columbia U.
 Fanning, Isabelle, *a, w, sp*, Keokuk, Ia. Keokuk Hs. '13.
 Farnsworth, Myrtle, *s*, Beaver, Utah. Utah State Normal S. '05.
 Favor, Myrtle Adaline, *sp*, Chicago. Illinois State Normal S.; Monmouth C.
 Fay, Marie Helen, *s*, Chicago. St. Mary's Hs. '11.
 Feger, Hattie V., *s*, New Orleans, La. Straight U. '92-'93.
 Ferguson, George Andrew, *s, w, sp*, Anderson, Ind. Anderson Hs. '14.
 Ferrell, Mary Jane, *s*, Independence, Kan. Kansas State Normal S.
 Ferrill, Flora Annette, *s*, Columbia, Miss. Columbia Hs. '04.
 Fieker, Theodore Frederick, *s*, Lexington. A.B. (Illinois Wesleyan U.) '12.
 Filbey, Emery T., *s, sp*, Chicago. Indiana State Normal S. '07.
 Filbey, Esta Fay, *a, w, sp*, Elwood, Ind. Elwood Hs. '14.
 Finlay, Lauretta Elizabeth, *s*, Burlington, Ia. Western Illinois State Normal S. '11.
 Finlay, Margaret Marion, *s*, Burlington, Ia. Western Illinois State Normal S. '11.
 Finley, Thomas Henderson, *s, a, w, sp*, Marissa. Illinois State Normal S. '11.
 Finn, Hollie Emelyne, *s*, Henderson, Ky. Western Kentucky State Normal S. '12.
 Fischbeck, Ethel Irene, *sp*, Chicago. Bloomington Hs. '14.
 Fisher, Cozette, *s*, Coshocton, Ohio. Coshocton Hs. '06.
 Fisher, Frances Electa, *s*, San Marcos, Tex. Southwest Texas Normal S. '08.
 Fisher, Laura Belle, *s*, Coshocton, Ohio. Coshocton Hs. '05.
 Fitting, Mayme Ellen, *s*, Dexter, Ia. Drake U.
 Fitzpatrick, Beata, *s*, Curtice, Ohio. Toledo Normal and Training S.
 Fitzpatrick, Katherine Estella, *s*, Decatur. Decatur Hs. '99.
 Fitzpatrick, Margaret Marion, *w*, Chicago. Hyde Park Hs. '14.
 Fitzpatrick, Sadie Elizabeth, *s*, Decatur. James Millikin U. '07.
 Flaa, Leonard, *s*, Ishpeming, Mich. U. of Michigan.
 Flanders, Eva, *s*, Chicago. Bowen Hs. '02.
 Forbes, Elba Mae, *s*, Fort Worth, Tex. Lasell Sm.
 Ford, Jeannette, *s*, Decatur. Illinois State Normal S. '01.
 Forte, Etta Campbell, *s*, Cincinnati, Ohio. Berea C. '97.
 Forward, Fanny Stanton, *a*, Chicago. Colorado C. '12-'13.
 Fossgreen, Mrs. Anna Dorothea, *s*, Grand Island, Neb. Iowa State Normal S. '96.
 Foster, Daisy Estelle, *s*, Parkton, Md. Maryland State Normal S. '00-'03.
 Foster, Earl Robert, *a, w, sp*, Warrensburg, Mo. State Normal S., Warrensburg, '07-'09.
 Foster, Willie M., *s*, Dallas, Tex. Sam Houston Normal Inst. '89.
 Francis, Martha Isabel, *s*, Dallas, Tex. Baylor U. '91-'92, '93-'94; U. of Texas '98-'00.
 Frank, Orlin Denton, *s*, Quincy. Ohio Valley Normal S. '01.
 Franken, Elenore Regina Christine, *a, w, sp*, Chicago. Bowen Hs. '13.
 Friant, Regina Josephine, *a, w, sp*, Cape Girardeau, Mo. State Normal S., Cape Girardeau, '11.
 Frick, Ruth A., *a, w, sp*, Conroy, Ia. Williamsburg Hs. '04.
 Friedman, Myrtle H., *a, w*, Hailey, Idaho. U. of Idaho '12-'13.
 Fry, Elizabeth, *s*, Concordia, Kan. Concordia Hs. '04.
 Fryer, Mrs. Lutie H., *s*, Salt Lake City, Utah. U. of Utah '13-'14.
 Frysinger, Edna Frances, *s*, Napoleon, Ohio. Napoleon Hs. '08.

- Fuehrer, William Leonard, *s*, Lenox, Ia. Schuylkill Sm. '07-'10.
 Fuess, Adele Antoinette, *s*, Cuero, Tex. Southwest Texas Normal S. '13.
 Fultz, Harry Trevlin, *s, a, w, sp*, Salem, Ind. Indiana State Normal S.; Wash C.
 Funkhouser, Earl A., *s*, Winnetka. State Normal S., Kirksville, '11; U. of Illinois.
 Gahan, Alta Bertha, *s, a, w, sp*, Williamsport, Pa. Pennsylvania Central State Normal S.
 Gale, Walter Rasin, *s*, Baltimore, Md. Maryland Inst. of Design '06.
 Gantt, Anna, *s*, Pine Bluff, Ark. Millersburg C.
 Garden, Annie, *s*, Chicago. Frankfort, Ill., Hs. '80.
 Gardner, Mrs. Maude W., *s*, Chicago. Boston C. of Oratory.
 Gardner, Pearl, *a, w, sp*, Indianapolis, Ind. Shortridge Hs. '12.
 Garlough, Janet Brown, *a*, Yellow Springs, Ohio. Cedarville C. '11-'12; Drake U. '12-'13.
 Garner, Mrs. Della B., *s*, College Station, Tex. State Normal S., Oshkosh, Wis.
 Garrett, Lynton Ferguson, *s*, Wharton, Tex. U. of Texas '14.
 Gerhardt, Elizabeth, *s*, Shawnee, Okla. Pine Bluff, Ark., Hs. '84.
 Gerlach, Hazel Margaretha, *s*, Vermilion, Ohio. Vermilion Hs. '12.
 Gevirtz, Hannah Charlotte, *s*, Whiting, Ind. State Normal S., Terre Haute.
 Gibbons, Deborah F., *s*, Butte, Mont. Butte City Normal S. '99.
 Gibbons, Delia Irene, *s*, Butte, Mont. Butte City Normal S. '99.
 Gibbs, Elizabeth, *s*, Carson City, Colo. Colorado State Normal S. '01.
 Giesecke, Elsie Louise, *s*, Evansville, Ind. Evansville Training S. '11.
 Giffin, William Earl, *a, w, sp*, Charleston. Eastern Illinois State Normal S. '09-'14.
 Gilbert, Roy H., *s*, Holland, Mich. Michigan State Agricultural C.
 Gill, May Faustine, *s*, Wallace, Kan. Fort Hays Normal S. '13.
 Gillen, S. Berney, *w, sp*, Bessemer, Ala. Bessemer Hs. '13.
 Gilso, Marguerite E., *s*, Chicago. Chicago Normal S. '11.
 Gish, Bertha, *s*, Sterling. Northern Illinois State Normal S. '98.
 Given, Meta Hortense, *s*, Bland, Mo. State Normal S., Warrensburg, '12.
 Givens, Merle, *s*, Seneca, Kan. Kansas State Normal S. '94-'96.
 Gladney, Velma Perry, *s*, Homer, La. Louisiana Industrial Inst. '13.
 Gleason, May, *s*, Birmingham, Ala. State Normal S., Mount Vernon.
 Godby, Frank Lonner, *s*, Anderson, Ind. Unclassified.
 Goddard, Geneva, *s*, Dunavant, Kan. Kansas State Normal S. '02; State Manual Training Normal S., Pittsburg, '05.
 Godwin, Alice Cornelia, *s*, Grand Rapids, Mich. Teachers C. '11.
 Goe, Elizabeth Rounds, *a, w, sp*, Chicago. U. of Wisconsin '09-'10.
 Goettler, Edna Agatha, *a, w, sp*, Chicago. Lake View Hs. '12.
 Goldberg, Anna Mae, *a*, Chicago. Medill Hs. '14.
 Goldberg, Thelma, *a, w, sp*, Chicago. Medill Hs. '13.
 Gordon, Alexander Crockett, *s*, Pittsburgh, Pa. State Normal S., '89.
 Gordon, Margaret McPherson, *s, w, sp*, Chicago. Starrett S. for Girls '08; Calumet Hs.
 Gott, Beulah Elizabeth, *s*, Henrietta, Mo. Howard Payne C. '12-'13.
 Gower, Olive Ellis, *a, w, sp*, Odell. Illinois Woman's C. A. '14.

- Gratiot, Isabelle A., *s*, DeSoto, Mo. Cape Girardeau C.
 Graves, Lelia, *s*, Laurel, Miss. Mississippi Industrial Inst. and C. '12.
 Gray, Evie Virginia, *s*, Chireno, Tex. Sam Houston Normal Inst. '07.
 Gray, Georgia Louella, *a, w, sp*, Kansas City, Mo. Baker U. '12.
 Grebe, Louise M., *s*, Fox Lake, Wis. State Normal S., Milwaukee, '09.
 Grebe, Sallie V., *s*, Rock Port, Mo. Tarkio C. '83.
 Green, Clarence, *a, w*, Melrose Park. Michigan State Normal S. '02.
 Green, Daniel, *a*, Elgin. U. of Wisconsin.
 Green, Josephine Aiden, *a*, Stone City, Ia. A. of the Visitation, Dubuque, '10.
 Green, Laura Nell, *s*, Jefferson City, Mo. Lindenwood Junior C. '02.
 Green, Mattie Louise, *s*, Macon, Ga. St. Francis de Sale's Normal S. '13.
 Greene, Ida Alberta, *s*, Pittsburgh, Pa. S.B. (Carnegie Inst. of Technology) '14.
 Greenman, Gladys Marion, *a, w, sp*, Chicago. Wendell Phillips Hs. '11.
 Greenwald, Matilda Isabelle, *s*, Chicago. Chicago Normal S. '11.
 Greenway, Raymond, *w, sp*, Clarinda, Ia. Clarinda Hs. '14.
 Gregory, Florence, *s*, Oklahoma City, Okla. Kansas State Normal S. '01, '08, '14.
 Gregory, Mabel, *s*, Zionsville, Ind. Butler C. '07.
 Griesel, Nellie, *s*, Crown Point, Ind. Lake Forest C. '03.
 Griffin, Grace Lillian, *w*, Coldbrook, Nova Scotia. Provincial Normal S., Nova Scotia, '08.
 Griffith, Alsy Laurean, *a, w, sp*, Dundee. Oberlin Kindergarten Training S. '11; Oberlin C. '07-'10.
 Griswold, Eva, *s*, Chicago.
 Griswold, Mary A., *s*, Chicago. Michigan State Normal S.
 Griswold, Sarah E., *s*, Chicago.
 Groenewold, Ella, *s*, Hastings, Neb. Hastings Hs. '96.
 Groes, Irma Hannah, *a, w, sp*, Omaha, Neb. Omaha Hs. '10.
 Gunthorp, James Monroe, *s*, Chicago. U. of Illinois '04-'07.
 Gyllenhaal, Vida L., *s*, Glenview. A. of the New Church '04.
 Haack, Mrs. Flora Belle, *a, w, sp*, Belvidere. Belvidere Hs. '04.
 Hackler, John M., *s*, Tahlequah, Okla. U. of Missouri '03.
 Hake, Anna M., *s*, Gettysburg, Pa. Pennsylvania State Normal S.
 Halbert, Leona, *s*, Center, Tex. Mount Lebanon C. '99.
 Hall, Frank Pierce, *s*, Winters, Tex. Daniel Baker C. '08-'11.
 Hall, Harriett Lillian, *s*, Denison, Ia. Iowa State Teachers C. '10.
 Hall, Margaret Anne, *s*, Streator. Illinois Normal S., Summer '08-'09.
 Halliday, Evelyn Gertrude, *s*, Wellington, Kan. McGill Normal S., '98.
 Hamilton, Mary Isabelle, *s*, Dakota City, Neb. Nebraska State Normal S.
 Hamilton, Ruth Harter, *s*, Dakota City, Neb. Nebraska State Normal S., '08.
 Hammer, Vesta Lydia, *s*, Valley Junction, Ia. Drake U. '08.
 Hammond, Rosalie, *s*, Milner, Ark. Arkansas State Normal S., '10.
 Hampton, Arle Craven, *s*, Pendleton, Ore. U. of Oregon '05-'06.
 Hanna, Mabel, *s*, Worthington, Ind. Indiana State Normal S., '08-'14.
 Hanna, Martha, *s*, Monmouth. A.B. (Monmouth C.) '01.
 Hansen, Bertha S., *a, w, sp*, Cedar Falls, Ia. Iowa State Teachers C. '07; Stout Inst. '10.
 Hardy, Katherine May, *s*, Dayton, Ohio. Dayton Normal and Training S.
 Harris, Mrs. Agnes, *s*, Waxahachie, Tex. Ferril C. '05-'06; U. of Texas '10.

- Harris, Alice Glenna, *s*, Bailey, Mich. Ohio U. '13-'14.
 Harris, Edith May, *s*, Salina, Kan. Salina Hs. '03.
 Harris, Elizabeth, *a, w, sp*, Chicago. Hyde Park Hs. '12.
 Harris, Florence G., *s*, Chicago. St. Joseph's C.
 Harris, Mrs. Nellie Maria, *s*, Brook, Ind. Valparaiso Normal S. Summer, '81, '82, '83, '03, '04.
 Harrison, Mrs. Dorothy, *s*, Maquoketa, Ia. Maquoketa Hs. '88.
 Harrison, Gladys, *s*, Quincy. Illinois State Normal U.; Western Illinois State Normal S. '12.
 Harrison, Katye Irene, *s*, Vicksburg, Miss. Natchez Hs. '06.
 Hatch, Alma Florence, *a, w, sp*, River Forest. Oak Park Hs. '12.
 Hatcher, Ettie Mae, *s*, Hartford, Ala. Alabama Girls' Technical Inst. '07.
 Hayes, Margaret Louise, *a, w, sp*, Chicago. Chicago Normal S. '14.
 Haynes, Dorothy, *s*, Perry, Kan. Kansas State Normal S.
 Haynes, Elaine, *s*, Perry, Kan. M.B. (Kansas Wesleyan C. of Music).
 Hazlett, Isabel, *s*, Kankakee. Illinois State Normal U. '11.
 Healy, Charlotte Marie, *s*, Chicago. St. James Hs. '10.
 Hedrick, Elizabeth, *s*, Dallas, Tex. State Normal S., Terrell, '06, '08.
 Heede, Freda, *s*, Davenport, Ia. State Normal S., Davenport, '03.
 Heene, Anna, *a, w, sp*, Chicago. Wendell Phillips Hs. '14.
 Heffernan, Elizabeth Purse, *s*, Oil City, Pa. Harvard U. '08.
 Heineman, Mrs. Ailsie Mikels, *a*, Chicago. Unclassified.
 Heller, Laura Beatrice, *sp*, Fond du Lac, Wis. State Normal S., Oshkosh, '10.
 Heller, Rose, *s*, Minneapolis, Minn. State Normal S., Winona, '96-'97.
 Hemenway, Marguerite Isabelle, *a, w, sp*, Chicago. Englewood Hs. '11.
 Henderson, Beulah Vesta, *s*, Des Moines, Ia. Ph.B. (Drake U.).
 Henderson, Mildred Serine, *a, w, sp*, Northfield, Minn. A.B. (St. Olaf C.) '13.
 Hendricks, Hazel Hart, *s*, Indianapolis, Ind. Indianapolis Normal S.
 Hendrix, Frances Pearl, *s*, Lehigh, Okla. Sulphur Hs. '07.
 Hendrix, James Rankin, *s*, Lehigh, Okla. Adamsville C. '82-'85.
 Henry, Mrs. Helene S., *s*, El Dorado, Ark. Henderson C. '97-'98.
 Henry, Mary, *s*, Evansville, Ind. Indiana State Normal S., '79.
 Herron, Lucile Fuller, *s*, Indianapolis, Ind. Teachers C. '06-'07.
 Hershberger, Pearl Mae, *s, a, w, sp*, Joliet. Joliet Hs. '12.
 Hess, Lulu Rebecca, *s*, Columbia City, Ind. Indiana U. '11-'12.
 Hess, Phyllis Elizabeth, *s*, Evansville, Ind. State Normal S., Terre Haute.
 Hewitt, Rosa B., *s*, McComb, Miss. New Orleans Normal and Training S.
 Hickerson, Mrs. Jessie Hulbert, *s*, Elmo, Tenn. U. of Tennessee '08.
 Hicks, Mabel Geneva, *a, w, sp*, Chicago. Englewood Hs. '12.
 Higgins, Dorothy Harriet, *sp*, Chicago. Hyde Park Hs. '15.
 Higginson, Edith Esther, *s*, Booneville, Ind. Booneville Hs. '14.
 Hildebrandt, Ella, *a, w, sp*, Bellewood. Proviso Township Hs. '13.
 Hillestad, Charlotte, *s*, Fosston, Minn. U. of Minnesota '12-'14.
 Hinman, Helen, *a, w, sp*, Crete. Western C. for Women '11-'13.
 Hodges, Sylvanus Welmart, *s*, Grand Rapids, Mich. Kent Wallaceburg (Canada) Normal S. '07-'09.
 Hodgson, Margaret Elizabeth, *sp*, Lafayette, Ind. Indiana State Normal S.
 Hogan, Ralph M., *s*, Caruthersville, Mo. Central C. '07-'08.

- Holderness, Mary Leona, *s, a*, Nestor, Cal. State Normal S., San Diego, '12.
 Holliday, Saidee Walker, *s*, Starkville, Miss. Mississippi Industrial Inst. and C.
 Holman, Mary Elizabeth, *s*, St. Louis, Mo. State Normal S., Warrensburg, '06
 Holmes, Eva Mae, *s*, Laurel, Miss. Laurel Hs. '12.
 Holton, Mrs. Elizabeth Sanders, *a*, Chicago. M.D. (Woman's Medical C.) '83.
 Holton, Frances Sanders, *s, a, w*, Chicago. Englewood Hs.
 Holton, Gladys Elizabeth, *sp*, Chicago. Englewood Hs. '14.
 Hoover, Miriam C., *s*, Fort Dodge, Ia. Chicago Froebel Association '13.
 Horan, Blanche, *s*, Chicago. Chicago Normal S. '03; Harvard Summer S. '09,
 '10,
 Horner, Lilian Arabelle, *s*, Minneapolis, Minn. Brockport Normal S. '90.
 Hornor, Esther, *s, a, w, sp*, Boise, Idaho. St. Margaret's Hall, Boise, '12.
 Hosey, Gertrude, *s*, Atlanta, Mo. State Normal S., Kirksville, '10.
 Hotchkiss, Doris Emily, *a, w, sp*, Chicago. Hyde Park Hs. '14.
 Howard, Carolyn Gertrude, *s*, Chicago. U. of Minnesota, Summer '12.
 Howe, Alice, *s*, Chicago. Hyde Park Hs.
 Howell, Helen Ruth, *a*, Chicago. National Park Sm. '12.
 Hoy, Vera Grace, *s*, Chicago. Minnesota State Normal S., Moorhead, '02;
 U. of North Dakota.
 Hubbard, Amy Eliza, *s*, Dunkirk, N.Y. Dunkirk Hs. '90.
 Hubbard, Gertrude Ayer, *s*, Chicago. Lewis Inst. '10.
 Huddleston, Samuel David, *s*, Gillespie. A.B. (Shurtleff C.) '11.
 Hudler, Edna E., *s*, St. Louis, Mo. Washington U.
 Huelster, Ada Thumelda, *a, w, sp*, Ashtabula, Ohio. New York State Normal
 S., Cortland, '12.
 Huffaker, Carl Leo, *s*, Nevada, Ia. Central Oklahoma Normal S., '09-'11.
 Huffer, Henry Earl, *s*, Nacogdoches, Tex. A.B. (Southwestern U.) '12.
 Hughes, Elizabeth, *s*, Cedar Falls, Ia. Iowa State Normal S. '89.
 Hughes, Gladys, *s*, Detroit, Mich. Pratt Inst. '13.
 Hughes, Mary Curran, *s*, Butte, Mont. Michigan State Normal C., Ypsilanti,
 '95.
 Hughey, Leta, *s*, Decatur. Decatur Hs. '00.
 Hull, Mabel Frances, *a, w, sp*, Chicago. Brown U. '12-14.
 Hullinger, Myrtle, *s*, Springfield, Ohio. Thomas Normal Training S.
 Hulson, Eva Leah, *s, a, w, sp*, Keokuk, Ia. Keokuk Hs. '10.
 Humphrey, Lily, *s*, Canadian, Tex. Baylor U. '09; U. of Texas '13.
 Humphreys, Pauline Annette, *a, w*, Humphreys, Mo. State Normal S., Warrens-
 burg, '12.
 Hunt, Amelia Margaret, *s*, Chicago. Lincoln Hs. '97.
 Hunt, Caroline Ellis, *s*, Coshocton, Ohio. Coshocton Hs.
 Hunter, Mrs. Ella Robinson, *s*, Virden, Manitoba, Canada. Brandon C. '11.
 Hunter, Hugh Leroy, *s*, St. Louis, Mo. Unclassified.
 Huntsman, Grace, *s*, South Bend, Ind. South Bend Training S. '11.
 Huntsman, Vivian, *s*, South Bend, Ind. Winona C. '08-'09.
 Hutchinson, Frankie Adella, *s*, Little Rock, Ark. Little Rock Hs. '07.
 Hutchison, Jennie Pearl, *s*, East Las Vegas, N.M. New Mexico Normal U. '13.
 Hutton, Arthur Joseph, *s*, Winfield, Kan. A.B. (Southwestern Kansas U.) '12;
 A.M. (*ibid.*) '13.

- Hyman, Pauline Beatrice, *sp*, Lima, Ohio. Napoleon, Ohio, Hs., '14.
- Ice, Jessie Bayles, *a, w, sp*, Farmington, W. Va. State Normal S., Fairmont, '04; West Virginia U., Summer '08; Michigan State Normal S., Summer '11.
- Icke, Mary Ellen, *s*, Chicago. Kansas State Normal S.
- Iddings, Goldie, *s*, Lebanon, Ind. Indiana State Normal S., '12.
- Imboden, Sarah Mark, *s*, Decatur. Columbia U.
- Innes, Helen Deane, *a, w, sp*, Zion City. Wayland A. '12.
- Ireland, Gladys, *s*, Lake Cicott, Ind. Manchester C.
- Irey, Mrs. Clara X. Willard, *s*, Vermilion, Ohio. Ohio Northern U. '90-'98.
- Irvin, Anna, *s, a, w, sp*, Chicago. S.B. (Oxford C.) '95.
- Irwin, Mary Catherine, *a, w, sp*, Chicago. Mansfield Hs. '11.
- Jackson, Ernest Lawrence, *s*, Lorain, Ohio. S.B. (Ohio Northern U.) '04.
- Jackson, Eugenia Barbee, *s*, Sweet Springs, Mo. Sweet Springs Hs. '97.
- Jackson, Jessie Florence, *s*, Oxford, Ohio. S.B. (Ohio Northern U.) '98.
- Jackson, Louise May, *s*, Cincinnati, Ohio. Miami U.; U. of Wisconsin; Cincinnati Normal S. '96.
- Jackson, Mabel Ernestine, *s*, Madisonville, Ky. Atkinson C. '05.
- Jackson, Wilbur Sargent, *s*, Battle Ground, Ind. Purdue U. '10-'11; Valparaiso U. '12.
- Jacobs, Ethel, *a, w, sp*, Chicago. Tuley Hs. '12.
- James, Margaretta G., *s*, Chicago. Chicago Normal S. '78.
- Jameson, Eva Aoma, *s*, Yorkville, Mich. Western State Normal S., Kalamazoo, '07.
- Jeffrey, Albert Edwin, *s*, Goshen, Ind. S.B. (Marion C.) '09.
- Jeffries, Sarah Ellen, *s*, Bowling Green, Ky. Southern Normal S., '95.
- Jencke, Marie J., *s*, St. Louis, Mo. Ped. B. (Missouri State Normal S.).
- Jenkins, Alice Justin, *s*, Stephens, Ark. A.B. (Galloway C.) '05.
- Jenkins, Lettie Mae, *s*, Laurel, Miss. Mississippi Industrial Inst. and C. '10.
- Jennings, Martin Joseph, *s*, Dunmore, Pa. S.B. (LaSalle C.) '10.
- Jessup, Clara Howell, *s*, Oswego. Illinois State Normal S. '86.
- Johns, Katherine, *s*, Zion City. Zion C. '02-'03.
- Johnson, Alice, *s*, Oxford, Miss. U. of Mississippi '07-'09.
- Johnson, Edwin Nicholas, *s*, Donaldson, Ind. Michigan State Normal S. '10-'11.
- Johnson, Hugh Andrew, *s*, Muskegon, Mich. Highland Park C., '00-'02.
- Johnson, John A., *s*, Chicago. Cook County Normal S.
- Johnson, Julia May, *s*, Albert Lea, Minn. Teachers C. '13.
- Johnson, Mae Julia, *s*, Geneseo. Geneseo Hs. '07.
- Johnson, Myra Martha, *s*, Yorkville. State Normal S., Dekalb, '10.
- Johnson, Sophia Eva, *s*, Louisville, Ky. Central Hs. '99.
- Jones, Anna E., *s*, Wilmington. Wilmington Hs.
- Jones, Effie Lee, *s*, Memphis, Tenn. U. of Alabama; U. of Tennessee.
- Jones, Elizabeth Jean, *s*, Kansas City, Mo. Kansas State Normal S., Leavenworth, '93.
- Jones, Hanna Ethel, *a, w, sp*, Chicago. Kenmore, N.D., Hs. '13.
- Jones, Hazel Allison, *s*, Lonaconing, Md. Lonaconing Hs. '10.
- Jones, James Bardon, *s*, Wichita Falls, Tex. Baylor U.; U. of Texas.
- Jones, Minnie Mae, *s*, Topeka, Kan. Washburn C. '13-'14.

- Jones, Nellie E., *s*, Beloit, Wis. Beloit Hs. '93.
 Jones, Thomas Elmer, *s*, Warrensburg, Mo. Missouri State Normal S. '04; Missouri U. '10-'13.
 Jump, Bernice Ora, *s*, Huron, Ohio. Vermilion Hs. '11.
 Katz, Frederick J., *s*, Tulsa, Okla. Michigan State Normal S. '04.
 Kaufman, Mrs. Mae Magruder, *s*, St. Louis, Mo. Fort Smith, Ark., Hs. '06.
 Kayler, Mary Elma, *s*, York, Pa. M. Eng. Litt. (Irving C.) '05.
 Kee, Harriet Ellen, *s*, Tyler, Tex. Sam Houston Normal Inst. '07-'08, '11.
 Keen, Anne Elizabeth, *s*, Streator. Streator Hs. '92.
 Keenan, Charlotte V., *a, w, sp*, Chicago. Wendell Phillips Hs. '11.
 Keenan, Mary Elizabeth, *s*, Scranton, Pa. Scranton Training S. '95.
 Keene, Jessie Amelia, *s*, Churubusco, Ind. Indiana State Normal S. '01, '03.
 Keller, Anna Elizabeth, *s*, Evansville, Ind. Indiana State Normal S., Summer '11.
 Keller, Mary Ellen, *s*, Dayton, Ohio. Miami U. '12.
 Kelley, Stella Pearl, *s*, Peru, Neb. Teachers C. '99.
 Kelsey, Stella, *s, sp*, Richmond, Ind. State Normal S., Richmond, '99; Earlham C.
 Kemp, Annie, *s*, Jacksonville, Ala. Alabama State Normal S. '12-'14.
 Kendall, Fanny Jane, *s*, Ottawa. Ottawa Hs. '98.
 Kendall, Ollie Candus, *s*, Rock Port, Mo. Rock Port Hs. '05.
 Kennedy, Anne E., *s*, Selma, Ala. Private Study.
 Kennedy, Arabella B., *s*, New Orleans, La. Canton Hs. '02.
 Kennedy, Martha, *a, w, sp*, Cedar Rapids, Ia. Cedar Rapids Hs. '08.
 Kern, Josephine Marie, *s*, Chicago. University Hs. '09.
 Kerns, Edith Page, *s*, Los Angeles, Cal. State Normal S., San Diego, '02.
 Kerr, Annie Gertrude, *s*, Bay City, Mich. Michigan State Agricultural C. '01-'02.
 Kevan, Edith Ann, *s*, Atlantic, Ia. Atlantic Hs. '11.
 Kiesling, Viola Mary, *s*, Chicago. Soper C. '06.
 Killen, Margaret Alice, *a, w, sp*, Appleton, Wis. Lawrence C. '11-'12; Smith C. '12-'14.
 Kimble, Clara, *s*, Paola, Kan. Kansas State Normal S. '96; Kansas State Manual Training Normal S. '10-'11.
 Kingery, Margaret, *a, w, sp*, Crawfordsville, Ind. Crawfordsville Hs. '13.
 Kirkbride, Genevieve, *s*, Muskogee, Okla. Toledo Hs. '07.
 Kirkbride, Kathleen St. Clair, *a, w*, Chicago. Englewood Hs. '13.
 Kirkham, Louise, *s*, Joplin, Mo. Southern Illinois State Normal S., Carbondale, '90-'97.
 Kizer, Elmer Winfield, *s*, Dayton, Ohio. Hiram C. '11.
 Kjerstad, Laura Josephine, *s*, Canton, S.D. Normal Department, Augustana C. '13.
 Kline, Mrs. Flora Bartell, *s*, Galva. Illinois State Normal S., Summer '04.
 Klumb, Edna, *s*, West Bend, Wis. Stout Inst. '09.
 Kluss, Frederick John, *sp*, Luzerne, Ia. Cornell C. '11.
 Knappenberger, Lillis Lucile, *a, w, sp*, Bolckow, Mo. Maryville Hs. '11.
 Knappenberger, Nellie M., *a, w, sp*, Bolckow, Mo. Maryville Hs. '13.
 Knaur, Lula Ruth, *a*, Denison, Tex. Denison Hs. '07.
 Kneedy, Clara Dorothy, *s*, Chicago. Drake U.

- Knight, Elizabeth Place, *s*, Minneapolis, Minn. Spencer, Ia., Hs. '92.
 Knight, Helen Ann, *a, w, sp*, Rochelle. Rochelle Hs. '10.
 Knight, Luella, *w, sp*, Aurora. U. of Michigan '13-'14.
 Knights, Dorothy Catherine, *a, w, sp*, Keokuk, Ia. Keokuk Hs. '13.
 Knudsen, Julie Betty, *s*, St. Charles. State Normal S., DeKalb, '13.
 Koelle, Ophelia Marie, *s*, Las Cruces, N.M. Central Wesleyan C. '88.
 Kohler, Willie May, *s*, Cuero, Tex. Southwest Texas Normal S. '13.
 Kolb, Mrs. Catherine Carter, *w, sp*, Chicago. Chicago Normal S. '99-'01.
 Kolbe, Ethel, *a, w*, Chicago. Calumet Hs. '12.
 Koll, Mary Elizabeth, *s, a, w, sp*, Chicago. U. of Illinois '12-'13.
 Koons, Irma Mae, *s*, Tulsa, Okla. Missouri State Normal S.
 Kordsiemon, Anna Marie, *a, w*, Quincy. Quincy Hs. '84.
 Kreamer, Lena, *s*, Seattle, Wash. Kansas State Manual Training Normal S. '06.
 Krouch, Lena, *a*, Chicago. A. of Our Lady '03.
 Kuhn, Mrs. Lucy F., *s*, Mound City, Mo. Clinton, Ia., Hs.
 Kumpf, Anna Catherine, *s*, Pekin. Illinois State Normal U. '00, '97.
 Lacey, Sarah Elma, *s*, Russell, Kan. Western Illinois State Normal S. '13.
 Lacy, Fannie Mary, *s*, Broken Arrow, Okla. Spalding Female C.
 LaFrens, Birdie Helen, *s*, Davenport, Ia. Davenport Training S. '05.
 Lamar, Edith, *s*, Clarendon, Ark. Arkansas State Normal S. '11.
 Lamson, Helen Louzaine, *s*, Rensselaer, Ind. Northwestern U. '07-'08.
 Landix, Ora Aminta, *s*, New Orleans, La. Southern U. '10.
 Landon, Helen Marie, *s*, Hammond, Ind. Hammond Hs. '06.
 Lang, Charles Edward, *s*, Chicago. Chicago Normal S. '08.
 Lanktree, Lucy Belinda, *s, a*, Chicago. Princeton Hs. '07.
 Lantrip, Dora B., *s*, Houston, Tex. Sam Houston Normal Inst. '87.
 LaRue, Jessie, *s*, Coalgate, Okla. Missouri State Normal S., Warrensburg, '98-'02.
 LaRue, Samuel Gladys, *s*, Coalgate, Okla. Missouri State Normal S., Warrensburg, '10-'12.
 Lash, Jessie Vera, *s*, Minneapolis, Kan. Minneapolis Hs. '13.
 Lauck, Ada Blanche, *s*, Indianola, Ia. Simpson C. A. '05.
 Lawler, Cecelia Marian, *s*, Aspen, Colo. Ped.B. (Colorado Normal S.) '08;
 Colorado Teachers C. '14.
 Lawrence, Josephine Briston, *s*, Anchorage, Ky. Howard U. '12.
 Lawson, Albert Lawrence, *s*, Barnesville, Minn. State Normal S., St. Cloud, '09.
 Laxman, Olga Jane, *a, w, sp*, Chicago. Tulsa, Okla., Hs. '14.
 Lay, Mrs. Helen B. Brainerd, *s, w*, Fulton. Mount Holyoke C.
 Lasaraki, Balbing Genevieve, *sp*, Chicago. Bowen Hs. '15.
 Learner, Pearl, *s*, Kokomo, Ind. State Normal S., Terre Haute, '94-95.
 Leath, Mary Letitia, *s*, Memphis, Tenn. Price's C.
 Ledford, Denton, *a*, Chicago. Northern Illinois State Normal S.
 Lee, Ethel, *s*, Hoytsville, Utah. S.B. (Agricultural C. of Utah) '09.
 Lee, Jessie, *s*, Crawfordsville, Ind. Crawfordsville Hs. '05.
 Lee, Rose, *a, w, sp*, Chicago. Wendell Phillips Hs. '13.
 Lee, Ruth, *s*, Burlington, Ia. Burlington City Training S. '92.
 LaForce, Sara Catherine, *s*, Pond Creek, Okla. U. of Oklahoma '11-'12.
 Lemon, Mary Morgan, *s*, Richmond, Ind. Earlham C.; State Normal S.,
 Richmond, '98.

- Lesser, Theresa, *s*, Fort Worth, Tex. North Texas Normal S.
 Letzkuss, Elizabeth Barbara, *s*, Chicago. South Division Hs. '89.
 Levinkind, Stella, *a, w, sp*, Chicago. Bowen Hs. '13.
 Lewis, Lora A., *s*, Lebanon, Ind. Indiana State Normal S. '12.
 Lewis, Ralph R., *s*, Gregory, S.D. Iowa Teachers C. '98-'00.
 Lide, Frances Alexander, *s*, Chapel Hill, Tex. A.B. (Centenary C.) '96.
 Liggett, Homer Jewell, *s*, Kansas City, Mo. Cleveland Hs. '05.
 Lightfoot, Floy E., *s*, Salina, Kan. Bonner Springs Hs. '05.
 Lighthall, Lora, *s*, Alden, Ia. Iowa State Normal S. '06.
 Ligon, Margaret, *s*, Birmingham, Ala. Peabody C. for Teachers.
 Lill, Amy Olga, *s*, Mascoutah. U. of Illinois, '10-'11.
 Lincoln, Rose M., *s*, Marshalltown, Ia. Marshalltown Hs. '03.
 Lindgren, Elsie, *s*, Kansas City, Mo. Manual Training Hs.
 Lindsey, Mollie, *s*, Wellington, Kan. Kansas State Normal S. '04.
 Lintner, Ida M., *s*, Joliet. Northwestern C. '94-'98.
 Linxwiler, Everett Edgar, *s*, Cincinnati, Ohio. Indiana State Normal S.
 Livingston, Esther Creswell, *s, a, w*, Oak Park. Northwestern U.
 Livingston, Katherine, *s*, Chicago. Lewis Inst.
 Livingston, Ruth Helen, *a, w, sp*, Chicago. Wendell Phillips Hs. '14.
 Livingstone, Robert, *s*, Edmond, Okla. Central State Normal S. '14.
 Llewelyn, Mary Elizabeth, *s*, Ottumwa, Ia. Highland Park C., '02-'03.
 Lobrano, Addlena Lenora, *s*, New Orleans, La. Tulane U.
 Loehwing, Walter Ferdinand, *a, w, sp*, Chicago. Englewood Hs. '14.
 Long, Sara, *s*, Rockford. Rockford C. '85; State Normal S., DeKalb.
 Lorenz, Hattie, *s*, Russell, Kan. Kansas Wesleyan U. '12.
 Love, Floyd R., *s*, Stockton, Cal. Northern Illinois State Normal S. '09.
 Lovell, Sadie F., *s*, Dallas, Tex. North Texas Normal S.
 Lovett, Blanche, *s*, Beloit, Wis. Chicago Kindergarten Inst.
 Lovrien, Genorie Ellen, *s, a, w, sp*, Chicago. Humboldt, Ia., Hs. '14.
 Lowe, Belle, *s*, Chillicothe, Mo. State Normal S., Kirksville, '07.
 Lowenberg, Miriam Elizabeth, *a, w, sp*, Ottumwa, Ia. Ottumwa Hs. '14.
 Lowrey, Edna, *s*, Stanberry, Mo. Amity C. '04.
 Lucas, Achsa Evelyn, *s*, Indianola, Ia. Iowa State Normal S.
 Lueck, Anna Lucy, *s*, New London, Wis. State Normal S., Oshkosh, '07.
 Luehr, Lorena, *s, a, w*, Chicago. Bowen Hs. '11.
 Luers, Alwine W., *s*, Columbus, Neb. State Normal S., Wayne.
 Luick, Nelle Eva, *s*, Belmond, Ia. Iowa State Teachers C. '09.
 Lund, Ethel Avedena, *a, w, sp*, Chicago. Lewis Inst. '14.
 Lyon, Cecile N., *s*, Omaha, Neb. Nebraska State Normal S. '07.
 Lyon, Frances Marie, *s*, Memphis, Tenn. Memphis Hs. '06.
 Mabbs, Jennie, *s*, Hammond, Ind. Allegan Hs. '81.
 Mabee, Mirtie, *a, w*, Chicago. Eastern Illinois State Normal S.; A.B. (Colorado Teachers C.) '12.
 McAdams, Hazel Burkholder, *s*, Georgetown, Colo. Colorado Teachers C. '08-'10.
 McAfee, Lucius Oliver, *s*, Reeder, N.D. A.B. (Johnson Bible C.) '10.
 McAhren, Myrtle, *s*, Denison, Ia. Iowa State Normal S. '05; Ames C. '12.
 McAllister, Mary, *s*, Fort Worth, Tex. North Texas Normal S. '12.

- McBride, James Laurence, *s*, Chicago. Chicago Teachers C. '09-'11.
 McCalpin, Helen, *s*, St. Louis, Mo. Harris Teachers C. '13; Trinity C.
 McCandless, Mabel, *s*, Ottawa, Kan. Kansas State Normal S. '11.
 Macarthy, Huldah Ernestine, *s*, Albany, Ga. Fisk U. '10.
 McClain, Jennie Elizabeth, *s*, Pittsburg, Kan. Kansas State Manual Training Normal S. '14.
 McClellan, Ada Angelina, *s*, Winfield, Kan. Winfield Hs. '02.
 McClure, Anna M., *s*, DeSoto, Mo. Unclassified.
 McConaughy, Ada Jane, *s*, Rochelle. Northern Illinois State Normal S. '12.
 McConnel, James Minter, *s*, Kearney, Mo. State Normal S., Warrensburg, '08.
 McCormick, Lou Anna, *s*, Laurel, Miss. Belhaven C.
 McCoy, Mrs. Anna Louise, *s*, Wamego, Kan. Kansas State Normal S. '02.
 McCutchen, Susan Pleasants, *s*, Greenville, Miss. U. of Mississippi, Summer '00, '06; Columbia U. '12.
 McDonald, Maud Sara, *s*, Tara, Ontario, Can. A.B. (Toronto U.) '08.
 McDonough, Marion Ruth, *a, w, sp*, Chicago. Hyde Park Hs. '13.
 McEachron, Edith Leanna, *s*, Burlington, Wis. Teachers C. '13.
 McElroy, Floyd B., *s*, Indianapolis, Ind. Missouri State Normal S.
 McFadden, Elizabeth Margaret, *sp*, Chicago. Wendell Phillips Hs. '14.
 McGillivray, Veda H., *s*, Black River Falls, Wis. Stout Inst. '07.
 McGilvray, Sarah Kathryn, *s*, Kansas City, Mo. S.B. (Valparaiso U.) '98.
 McGinnis, Frederick Alphonso, *s*, Wilberforce, Ohio. Ohio State U. '03.
 McGrath, Frances Marie, *s*, Napoleon, Ohio. Napoleon Hs. '11.
 McGrath, James Frank, *s, a, w, sp*, Chicago. Hyde Park Hs. '10.
 McGrew, Amy Florence, *s*, Fort Morgan, Colo. Ped.B. (Colorado State Teachers C) '12.
 McGuire, Anna Isabel, *a, w, sp*, Chicago. Wendell Phillips Hs. '12.
 McIntyre, Ella Deane, *s*, Des Moines, Ia. Drake U. '05-'06.
 Mackey, Edith Frances, *s*, Durant, Okla. Southeastern State Normal S. '12.
 McKillop, Letitia, *s*, Milwaukee, Wis. State Normal S., Milwaukee, '12.
 MacKinley, Madelyn, *s*, Chicago. Hyde Park Hs. '11.
 McLean, Florence, *a*, Chicago. Englewood Hs. '14.
 McLeakey, Mrs. Willie, *s*, Sweet Springs, Mo. Unclassified.
 McLindon, Lauretta M., *s*, Chicago. St. Mary's A. '95.
 McLuhan, Mabel Beatrice, *s*, Mount Forest, Ontario, Can. Toronto U. '12-'13.
 McManus, Janie, *s*, Clarendon, Ark. Henderson C., '04.
 Macnair, Sarah Helen, *w*, Woodstock. Pratt Inst. '97.
 MacNamee, Frances Marion, *s*, Detroit, Mich. Detroit Normal Training S. '09.
 McNeal, Nancy Hill, *s, a, w*, Wheatley, Ky. Western Kentucky State Normal S. '08; Bourbon Female C.; Columbia U.
 McNeal, Wylle B., *s, a, w, sp*, Wheatley, Ky. Western Kentucky State Normal S. '08.
 McNealy, Leah, *s*, Ingram, Tex. Baylor Female C. '04.
 McNitt, Caroline Naginny, *s*, Logansport, Ind. Oberlin Conservatory '97-'98; Stout Inst. '09-'10; Purdue U. '10.
 McReynolds, John Lowndes, *s*, Houston, Tex. Allen A.
 McShaw, Lutie Clare, *s*, Memphis, Tenn. S.B. (Georgia Female C.).
 Madison, Betsey Evelyn, *s*, Bowling Green, Ky. U. of Wisconsin '13.

- Mahaffie, Ella, *s*, Olathe, Kan. Olathe Hs.
 Mahany, Eleanor Morrison, *s*, Chicago. Englewood Hs.
 Mahar, Effa Louise, *s*, Ottawa, Kan. Ottawa U. '01-'02.
 Malone, Julia Josephine, *s*, South Bend, Ind. Niles, Mich., Hs. '03.
 Malone, Mayme Catherine, *s*, South Bend, Ind. Goshen C. '13.
 Malott, Ivy May, *a, w, sp*, Bedford, Ind. Indiana State Normal S. '13.
 Manning, Ella, *a, w, sp*, Chicago. Private Instruction.
 Marcelle, Clara May, *s*, New Orleans, La. Southern U. '10.
 Markwell, Effie E., *a, w*, Wichita, Kan. Kansas State Normal S. '02.
 Marlin, Anna Caroline, *s*, Salina, Kan. S.B. (Salina Normal U.) '99.
 Marr, Dulcenia, *s*, Liberty, Mo. State Normal S., Warrensburg, '08-'10.
 Marriott, Annie Alice, *s*, McCune, Kan. State Manual Training Normal S. '12.
 Marshall, Eleanor Beatrice, *s*, Chicago. Wendell Phillips Hs. '11.
 Marshall, Ruth Dorothy, *a, w, sp*, Elgin. Elgin Hs. '14.
 Martin, Joseph Oscar, *s*, Covington, Ga. Walker Inst. '01.
 Martin, Katherine, *sp*, Keokuk, Ia. Chicago Kindergarten Association '98.
 Martini, Mary Louise, *s*, Vulcan, Mich. Michigan State Normal S. '08.
 Mase, Ruth League, *s, a*, St. Louis, Mo. Hosmer Hall '12.
 Mason, Olla, *s*, South Bend, Ind. Michigan State Normal C., Ypsilanti, '02.
 Massa, Ruth N., *s*, Kansas City, Mo. Froebel Kindergarten Training S. '10.
 Massee, Edith Marion, *s*, Milwaukee, Wis. Teachers C. '07-'08, '13-'14.
 Mathews, Bertha, *s*, Oklahoma City, Okla. Missouri State Normal S., Kirksville, '06.
 Mathews, Ezekiel Zethan, *s*, Courtland, Ala. Agricultural and Mechanical C. '10.
 Mathias, Irene, *s*, Whiting, Ind. Whiting Hs. '09.
 Maver, Marie Blair, *s*, Chicago. Magill Normal S.
 May, Augustus Noah, *s*, Berea, Ky. Berea C. '02.
 May, Katherine, *s*, Quincy. Western Illinois State Normal S. '12.
 Mays, Isabel Stuart, *s*, Dennellow, Fla. Belle Ville Female Sm. '96-'99.
 Mays, Lola, *sp*, Galveston, Tex. Guadalupe C. '01-'02.
 Medford, Sewell Asbury, *s*, Sewanee, Tenn. A.B. (St. Stephen's C.) '14.
 Mellinger, Bonnie Eugenie, *s*, Deadwood, S.D. State Normal S., Spearfish, '13.
 Merchant, Claud John, *s*, Elmira, N.Y. Syracuse U. '05-'07.
 Merklein, Mollie Caroline, *s*, Wausau, Wis. State Normal S., Milwaukee, '05.
 Merrell, Jennie Electa, *s*, Kokomo, Ind. Franklin C.
 Metcalf, Elizabeth Bright, *s*, Pineville, Ky. Kentucky C. '13-'14.
 Metzger, Mollie Elizabeth, *s*, Estherville, Ia. Milwaukee-Downer C. '14.
 Meyer, Harriet Rose, *w, sp*, Chicago. University Hs. '14.
 Michaelis, Ruth Harriet, *a, w, sp*, Chicago. Englewood Hs. '14.
 Miles, Mildred Myrtle, *a, w, sp*, Chicago. U. of Utah '11-'14.
 Miller, Anna E., *s*, Stillwater, Okla. Tulane U.
 Miller, Charles Raymond, *s*, Detroit, Mich. Williamson Trade S. '10.
 Miller, Daisy Mae, *s*, Evansville, Ind. Evansville Hs. '01.
 Miller, Elizabeth Christine, *s*, Sigourney, Ia. Iowa State Teachers C. '07.
 Miller, Elizabeth Erwin, *s, a, w, sp*, Chicago. Georgia State Normal S. '08.
 Miller, Esther, *s*, Pittsburgh, Pa. Slippery Rock State Normal S. '02.
 Miller, Esther Merrild, *s*, Chicago. Englewood Hs. '14.
 Miller, Isaac Howard, *s*, Atlanta, Ga. A.B. (Rust U.) '10.

- Miller, Karl Harrison, *s*, Salina, Kan. Summer S., Bradley Polytechnic Inst. '08.
 Miller, Katherine, *w, sp*, Macon, Mo. Macon Hs. '10.
 Miller, Lora, *s*, Carmi. State Normal S., Carbondale, '06.
 Miller, Mable Mae, *a, w, sp*, Chicago. Valley Junction Hs. '10.
 Miller, Marion Graffam, *a, w, sp*, Chicago. Hyde Park Hs. '12.
 Miller, Phoebe, *s*, Kansas City, Mo. Westport Hs. '13.
 Milliman, Eleanor Millicent, *s*, Logan, Ia. Brownell Hall '07.
 Mills, Mary Gayle, *s*, Wilmette. Iowa State U. '88.
 Millsbaugh, Alta, *s*, Cherokee, Okla. Northwestern State Normal S. '12.
 Millsbaugh, Maud Corson, *s*, Cherokee, Okla. Northwestern State Normal S. '13.
 Mitchell, Bernice Lucia, *s*, Salina, Kan. Salina Hs. '10.
 Mitchell, Mary Alpha, *s*, Chicago. Kansas State Normal S., Emporia, '92-'93.
 Mize, Lillie, *s*, Forest, Miss. Hillman C. '02.
 Mobberly, Mary L., *s*, Owensboro, Ky. Owensboro Hs. '95.
 Moeller, Anna Dorothy, *s*, Grand Mound, Ia. Thomas Normal Training S. '13.
 Moffatt, Dorothy Crittenden, *a, w, sp*, Traverse City, Mich. Traverse City Hs. '13.
 Moffatt, Mildred Virginia, *a, w, sp*, Boise, Idaho. Marshalltown, Ia., Hs. '91.
 Monfort, Louise, *s*, San Dimas, Cal. U. of Kansas.
 Montgomery, Mrs. Frances, *s*, Lafayette, Ind. Indiana State Normal S. '10.
 Montgomery, Lydia Duncan, *s*, Sedalia, Mo. Columbia U.
 Montgomery, Mattie Matilda, *s*, Sedalia, Mo. State Normal S., Warrensburg, '03, '12.
 Montgomery, Zolah, *s*, South Bend, Ind. Winona Normal S. '08.
 Moore, Clare Jean, *s, w, sp*, Central Lovell, Me. S.B. (Lebanon Normal S.)
 Moore, Mrs. Eva L., *s*, Kansas City, Mo. Lincoln and Elliot Hs. '96.
 Moore, Jane Elizabeth, *a, w, sp*, Anaconda, Mont. Anaconda Hs. '14.
 Moran, Esther, *s*, Superior, Wis. Wisconsin State Normal S. '04.
 Morgan, Francis Allen, *s*, Chicago. Michigan State Normal C., Ypsilanti, '97.
 Morgan, Nora Gertrude, *s*, Furnessville, Ind. Michigan City Hs. '09.
 Morris, Frances, *s*, Waynesville, Ohio. A.B. (Shanek's Prep. S.) '08.
 Moser, Evalina, *s*, Saxton, Mo. State Normal S., Kirksville, '03-'05; '07-'09.
 Moses, Mary Constance, *a, w, sp*, Clinton, Ia. U. of Iowa '10-'11.
 Moudy, Alice Blanche, *s*, Terre Haute, Ind. Indiana State Normal S., Summer '12.
 Mowbray, George Hamilton, *s*, Kansas City, Kan. A.B. (Howard U.) '12.
 Mueller, Elsie A., *s*, East St. Louis. Illinois State Normal S.
 Mullarkey, Ethelyn Faye, *s*, Glasco, Kan. Kansas State Normal S. '13.
 Mulligan, Mary Josephine, *s*, Pittsburgh, Pa. Indiana Normal S. '10.
 Munson, Mrs. Nellie A., *a, w, sp*, Chicago. Nevada, Mo., Hs. '99.
 Murphy, Mrs. Agnes Tressa, *s, a, w, sp*, Chicago. U. of Minnesota.
 Murphy, Bessie R., *s*, Meridian, Miss. Stone's C. '98.
 Murphy, Catherine, *s*, Toledo, Ohio. Toledo Hs. '94.
 Murray, Alice M., *s*, Detroit, Mich. Michigan State Normal S. '96.
 Myers, Edward Franklin, *s*, Springfield, Ohio. American S. of Correspondence.
 Myers, Janet, *s*, Marion, Pa. Pennsylvania State Normal S. '08.
 Nadelhoffer, Gertrude Winifred, *a, w, sp*, Downers Grove. Downers Grove Hs. '10.

- Natanson, Bertha Beatrice, *s, a*, Chicago. Bowen Hs. '13.
 Nedry, Annie, *s*, Nonata, Okla. Fort Smith, Ark., Hs. '91.
 Neville, Margaret Mary, *a, w, sp*, Anamosa, Ia. Anamosa Hs.
 Neville, May Amanda, *w*, Chicago. Lewis Inst. '11.
 Newbold, Alice Elizabeth, *a, w, sp*, Louisville, Ky. Louisville Girls' Hs. '13.
 Newton, Abigail Ellen, *s*, Rosedale, Kan. U. of Kansas '04-'05.
 Nichols, Reuben Edward Mayes, *s*, Malden, Mo. State Normal S., Cape Girardeau, '09.
 Nicholson, Ethel Grace, *sp*, Chicago. Hyde Park Hs. '15.
 Nicol, Elizabeth Hazelton, *a, w, sp*, Chicago. Schurz Hs. '12.
 Ninman, Leonard Theodore, *s*, McAlester, Okla. Central State Normal S. '13.
 Nixon, Anna Belle, *s*, Cameron, Mo. Missouri Wesleyan C.
 Noble, Mabel, *s*, Robbins, Tenn. Grand View Normal S. '04.
 Noble, Mrs. Nellie B. Lowe, *s*, Oxford, Ohio. Unclassified.
 Norris, Julia Evelyn, *s*, Chicago. Michigan Western State Normal S. '11.
 North, Kate Stockton, *s*, Tulsa, Okla. S.B. (Oklahoma Agricultural and Mechanical C.) '12.
 Norton, Catherine L., *s*, Chicago. Lewis Inst. '08-'10.
 Norton, Margaret I., *s*, Chicago. Lewis Inst. '12.
 Novotny, Joseph J., *s*, Chicago. Chicago Normal S. '02.
 Nunn, Mary, *s*, Fort Worth, Tex. Sam Houston Normal Inst.
 Nye, Nola May, *s*, Chicago. Wendell Phillips Hs. '12.
 O'Brien, Mary Agnes, *s*, South Chicago. Simmons C. '10-'13.
 Obye, Katharine Helen, *s*, Galena. Galena Hs. '99.
 O'Connell, Susan, *s*, Cadillac, Mich. St. Mary's C. '11.
 O'Connor, Mabel Ruth, *a, w, sp*, Chicago. Englewood Hs. '11.
 Olive, Mrs. Grace Blayney, *s*, Wabash, Ind. Teachers C. of Indianapolis '08-'10.
 Oliver, Tybee W., *s*, Seebree, Ky. Southern Normal S. '06.
 Olney, Dorothea, *a, w, sp*, Coshocton, Ohio. Coshocton Hs. '05.
 Olson, Lillian E., *s*, Dallas, Tex. Elbow Lake Hs. '09.
 O'Neil, Katherine C., *s*, Leavenworth, Kan. Leavenworth Hs. '04.
 Oppenheimer, Julius John, *s*, Kansas City, Mo. Missouri State Normal S. '09; U. of Missouri '10-'12.
 Ormsbee, Olive Katharine, *s*, Chicago. Pestalozzi Froebel Kindergarten Training S. '13.
 Ormsby, Sarah Sinclair, *s*, St. Louis, Mo. Columbia U., Summer '13.
 Orr, Anna Ruble, *a, w, sp*, Mayfield, Ky. Western Kentucky State Normal S. '10-'11; '13-'14.
 Osborne, Edith Virginia, *s*, Chicago. U. of Illinois '13.
 Osburn, William Forney, *s*, York, Ala. S.B. (Alabama Polytechnic Inst.) '00; S.M. (*ibid.*) '07.
 Ostlund, Ruth, *a, w, sp*, Chicago. Lake View Hs. '14.
 Otis, Florence Martha, *s*, Council Bluffs, Ia. Newcomb C. '10-'12.
 Overlade, Mrs. Emma Loraine Weeks, *s*, Pleasant Grove, Utah. Agricultural C. of Utah; U. of Utah, Summer '11.
 Owen, Minnie, *s*, Marion. Creal Springs C.
 Page, Grace Ethelin, *s*, Buffalo, N.Y. State Normal S., Buffalo, '03.
 Palmer, Gladys May, *s*, Napoleon, Ohio. Napoleon Hs. '08.

- Palmer, Grace Margaret, *a, w, sp*, Eureka, Kan. Washburn C. '07-'08; Kansas State Normal S. '13.
- Palmer, Marguerite, *sp*, Chicago. Wendell Phillips Hs. '07.
- Park, Emma, *s*, Chicago. Indiana State Normal S., Terre Haute; S.B.; A.B. (Valparaiso U.).
- Park, Florence Emeret, *s*, Little Rock, Ark. Maple Hill Sm. '84-'85.
- Parker, Beryl, *a, w*, Madisonville, Ky. Carthage C. '11-'13.
- Parker, Delia Morton, *s, a, w, sp*, Chicago. Huntington Hs. '04.
- Parmele, Alma Marie, *w, sp*, Chicago. McKinley Hs. '12.
- Parsley, Mrs. Mary Willie, *s*, London, Ky. U. of Tennessee '12-'13.
- Patrick, Elizabeth Louise, *s*, Wheaton. U. of Illinois '07.
- Patterson, Alma Estelle, *s*, Arkadelphia, Ark. A.B. (Ouachita C.) '13.
- Patton, Virginia, *a, w*, Montclair, N.J. Froebel League, New York City, '13-'14.
- Payne, Arthur Frank, *s*, Peoria. Bradley Polytechnic Inst. '11.
- Payne, Mary E., *s*, Western Springs. Unclassified.
- Payton, Mabelle Agnes, *a, w, sp*, Cherokee, Ia. Iowa State Teachers C. '00-'04; Harvard U., Summer '11.
- Pease, Gertrude S., *s*, Chicago. Jefferson Hs. '93.
- Pederson, Berthe J., *s*, Kansas City, Mo. Westport Hs. '01.
- Peirson, Gertrude Rogers, *s*, Colorado Springs, Colo. Colorado Teachers C. '09.
- Pemberton, Mae E., *s*, Saunemin. Saunemin Hs.
- Pendleton, Gertrude, *s*, Wheeling, W.Va. Miami U.
- Pennington, Bertha, *s*, Brownsburg, Ind. Shortridge Hs., Indianapolis, '07.
- Penny, Georgia Lorena, *s*, Wichita, Kan. Jacksonville Hs.
- Penoyer, Bess B., *a, w, sp*, Chicago. Michigan State Normal S. '09.
- Pentland, Frances Helen, *a, w, sp*, Chicago. Canton, Ill., Hs. '14.
- Perkins, Frances J., *s*, Laurel, Miss. Laurel Hs. '12.
- Perry, Elva Lee, *s*, Chicago. Wendell Phillips Hs. '11.
- Perry, Esther Rozema, *s*, Chicago. Wilmington, Ill., Hs. '88.
- Petersen, Ruth Katherine, *s*, Fond du Lac, Wis. Stout Inst. '12.
- Pettibone, Jessie, *s*, Crown Point, Ind. Crown Point Hs. '03.
- Pettis, Susan Josephine, *a, w, sp*, West Concord, Minn. State Normal S., Winona, '13.
- Pfaff, Diantha Josephine, *s*, Ashley, Ohio. Ashley Hs. '12.
- Phelps, Rolena A., *s*, Joplin, Mo. State Normal S., Warrensburg.
- von Phul, Kathryn, *s*, Chicago. Walnut Hill Hs. '09.
- Pierce, Marguerite, *s*, Joliet. Joliet Township Hs. '08.
- Pierce, Nelle Ann, *s*, Belmond, Ia. Iowa State Teachers C. '10.
- Pittman, Carlotta Thornton, *s*, Memphis, Tenn. U. of Tennessee '08.
- Plath, Frieda Alma, *s*, Davenport, Ia. Davenport Public S.
- Polacheck, Neenan, *a*, Chicago. University Hs. '12.
- Pollock, Alma Ione, *s*, Bernice, La. Louisiana Industrial Inst. '12.
- Pomeroy, Erma Ruth, *a, w, sp*, Chicago. Cleveland Kindergarten Training S. '09.
- Poole, Alma, *s*, Crawfordsville, Ind. Crawfordsville Hs. '09.
- Poorbaugh, Grace M., *s*, Goshen, Ind. Goshen Hs. '98.
- Pottle, Theodora Goldsen, *s*, Chicago. Lake View Hs. '09.
- Powell, Eugenie, *s*, Chicago. Stout Inst. '10.
- Powell, Faith Kathryn, *s*, Custer, S.D. State Normal S., Spearfish, '05.

- Powell, Martha, *s*, Williamsburg, Ia. Iowa State Teachers C., Summer '12.
 Powell, Susie V., *s*, Jackson, Miss. Whitewater C.; U. of Mississippi.
 Preston, S. Abigail, *s*, Davenport, Ia. Davenport Teachers Training S. '06.
 Price, Leta, *s*, Helena, Mont. LaGrange C. '08.
 Price, Pearl, *s*, Pittsburgh, Pa. Indiana State Normal S. '04.
 Prine, Mary E., *s*, Aurora. Northwestern U. '96-'98.
 Pritchard, Olwen Gwendolyn, *s*, Whiting, Ind. Whiting Hs. '13.
 Pritchett, Helen Elizabeth, *s*, Chicago. Indianapolis Normal S. '09-'10.
 Pritchett, Mrs. Mary Elizabeth, *s*, San Saba, Tex. U. of Nashville '95-'97.
 Puckette, Margaret Ozelle, *s*, Elkton, Tenn. U. of the South '12.
 Putney, Emma Marion, *s*, Missoula, Mont. Lewis Inst. '10-'12.
 Quillian, Anna Moselle, *s*, Maxeys, Ga. Brenau C. '09.
 Quinn, Mary J., *s*, Indianapolis, Ind. Pratt Inst. '99-'01; Adelphi C. '12-'13.
 Rabbitt, Mrs. Grace E., *a, w*, Butte, Mont. Chicago Normal S. '02.
 Racy, Amelia Mary, *w, sp*, St. Louis, Mo. St. Louis Normal S.
 Rada, Rudolph Charles, *s*, Chicago. Armour Inst. '11-'12; '13-'14.
 Ragains, Sarah Rebekah, *a, w, sp*, Hardensburg, Ind. Hardensburg Hs. '12.
 Ragon, Nina, *s*, Lookout Mountain, Tenn. Unclassified.
 Raines, Minnie Lanier, *s*, Memphis, Tenn. Knoxville Hs. '80.
 Ralls, Melva Bradley, *a, w, sp*, Chicago. Jackson, Mich., Hs. '13.
 Ralls, Wilma Bradley, *a, w, sp*, Chicago. Jackson, Mich., Hs. '14.
 Rapp, Ruby, *w*, Evanston. A.B. (Northwestern U.) '14.
 Rathbun, Bertha McKee, *s*, Chicago. Armour Inst. of Technology '93-'95.
 Rawlings, Helen May, *s*, Chicago. Kansas State Normal S.
 Read, Everett Roland, *s*, Galena. Galena Hs. '13.
 Reade, Anna R., *s*, Indianapolis, Ind. Indianapolis Normal S. '00.
 Reames, Evelyn Genevieve, *s*, New Orleans, La. New Orleans Normal and Training S. '92.
 Reams, Mary Frances, *s*, New Orleans, La. New Orleans Normal and Training S. '91.
 Reams, Lorena, *s*, Salina, Kan. Salina Hs. '08.
 Reed, Emma Luella, *s*, Saluda, N.C. Chicago Training S. '12.
 Reed, Ida, *s*, Newport, Ky. U. of Cincinnati '13-'14.
 Reedy, Mrs. Ada May, *s*, New Haven, Conn. A.B. (Southwestern U.) '10.
 Reese, Pauline, *s*, Pensacola, Fla. Peabody C. for Teachers '88.
 Reeve, Jessie Mabel, *sp*, Edwardsport, Ind. Indiana State Normal S. '09.
 Regier, Aaron, *s*, Mount Lake, Minn. A.B. (Bethel C.) '12.
 Reilly, Mrs. Caroline Lynch, *a, w, sp*, Chicago. Peru Hs. '89.
 Reiser, Anna Irene, *s*, Cadillac, Mich. Alma C. '09-'11.
 Reynaud, Obie A., *s*, St. Louis, Mo. Summer Hs. '11.
 Reynolds, May Marilla, *s*, Fremont, Neb. U. of Nebraska '02-'03.
 Rhode, Ellis Gray, *s*, Cumberland, Ia. A.B. (Simpson C.) '11.
 Richards, Laura Alexander, *s*, Elk City, Okla. North Texas Normal S. '11;
 U. of Oklahoma, Summer '12, 13.
 Richardson, Alberta, *s*, Owensboro, Ky. Fisk U. '08-'11.
 Richardson, Ethel M., *s*, Chicago. Chicago Normal S.
 Richardson, Mary M., *s*, Waurika, Okla. Unclassified.
 Richer, Miriam, *a, w*, Peru, Ind. Iowa State C. '11-'13.

- Rinehart, Beulah, *s*, Kendallville, Ind. Indiana State Normal S. '04-'06; '08-'09.
 Ritter, Edna Margaret, *s*, Crandon, Wis. State Normal S., Oshkosh, '06-'07.
 Roase, Adeline Elisabeth, *s*, Austin, Tex. Austin Hs. '99.
 Roberts, Clara Helen, *s*, Dover, N.H. Portsmouth Training S. '13.
 Roberts, Helen Nellie Christianna, *s*, Trinidad, Colo. State Normal S. '10.
 Roberts, Margaret Katherine, *s*, Minneapolis, Minn. U. of Wisconsin '09-'11;
 U. of Minnesota '12-'14.
 Robinson, Nathan John, *w*, Lakeside, Mich. Kalamazoo C.
 Robinson, Roscoe, *s*, Perry, Okla. Muskingum C. '06-'07; Selanow U. '07-'11.
 Robinson, Ruth Winslow, *s*, Chicago. Chicago Normal S.
 Rockhold, Nellie B., *s*, Nevada, Mo. State Normal S., Kirksville, '10.
 Rodgers, Rosetta Banks, *s*, Charleroi, Pa. Washington Sm.
 Rogers, Lois, *s*, Zebulon, Ga. A.B. (Wesleyan C.) '96.
 Rohan, Margery Eulalie, *a, w, sp*, Chicago. Fort Wayne, Ind., Hs. '14.
 Rohrbaugh, Mrs. Lillian Hartmann, *sp*, Glenville, W.Va. State Normal S. '05.
 Rosenbluth, Celia, *s*, Chicago. Lewis Inst.
 Rosenthal, Helen Wachtel, *a, w, sp*, Chicago. U. of Cincinnati, '12-'13.
 Ross, Christine Ethel, *s*, Dormont, Pa. U. of Pittsburgh, '13-'14.
 Rothchild, Edith, *w, sp*, Chicago. McKinley Hs. '14.
 Rowan, Caryl Willard, *s*, Chicago. Lewis Inst. '13.
 Rowe, Mabel Edna, *s*, Portland, Mich. Valparaiso U.
 Rudisill, Zelia Imogene, *s*, Memphis, Tenn. U. of Tennessee.
 Runkel, Lura Emily, *s*, Superior, Wis. North Dakota State Normal S., Milnor,
 '96-'00.
 Russell, Ethel Frances, *s, a, sp*, Chicago. Denison U.
 Russell, Jeannette Goltra, *w, sp*, Jacksonville. National Kindergarten C. '13-'14.
 Russell, Susie Maria, *s*, Chicago. Wilberforce C. '08.
 Ryan, Frances L., *s*, Stevens Point, Wis. State Normal S., Stevens Point, '10.
 Ryan, Orson, *s*, Midvale, Utah. U. of Utah.
 Ryder, Lillian Mae, *a, w, sp*, Manitowoc, Wis. Manitowoc Hs. '13.
 St. Clair, Robert, *s*, St. Louis, Mo. State Normal S., Kirksville, '12.
 Sampson, Mabel Coppernoll, *s*, Alamosa, Colo. Englewood Hs. '91.
 Scharfenstein, Gladys Irene, *s, a, w, sp*, Cassville, Wis. Chicago Normal S.
 '11-'13.
 Schmidt, Elsa Agnes, *s*, Selby, S.D. Northern Normal and Industrial S.,
 Aberdeen, '12-'13.
 Schmidt, Frances Eva, *s*, Chicago. Frances Shimer A. '13-'14.
 Schnoor, Erna Marie, *a, w, sp*, Chicago. Wendell Phillips Hs. '11.
 Schoenmann, Edith Matilda, *a, w, sp*, Plain, Wis. Spring Green Hs. '10.
 Schoepfel, Frederick Otto, *s*, South Bend, Ind. Indiana State Normal S.;
 Indiana U.
 Schofield, Eunice Loraine, *s*, Evanston, Ill. Missouri State Normal S.
 Scholis, Ethel Elizabeth, *s*, Chicago. Lewis Inst. '06.
 Schram, Margaret Isabel Ethel, *w*, Chicago. Lake View Hs. '13.
 Schroeder, Mary G., *sp*, Chicago. U. of Wisconsin.
 Schroeder, Myra Elizabeth, *a, w, sp*, Chicago. Calumet Hs. '12.
 Schulu, Hollis Ward, *s*, Anderson, Ind. Manual Training Hs. '13.
 Schuyler, Clarissa Hart, *a, w, sp*, Clinton, Ia. Simmons C. '05.

- Schwartz, Nicholas Edwin, *s*, Baudette, Minn. State Normal S., Winona, '06.
 Scott, Alice Elizabeth, *s*, Chicago. Chicago Normal S. '07.
 Scott, Alice Jean, *s*, South Bend, Ind. State Normal S., Terre Haute, '07.
 Scott, Ethel Mavis, *s*, Elgin, Minn. Carleton C. '11-'13.
 Scott, Geraldine Alice, *a*, Oak Park. Oak Park Hs. '13.
 Scott, Mary, *s*, Davenport, Ia. Davenport Training S. '96.
 Scott, Rosa Elzira Wilmetta, *s*, Liberty, Mo. State Normal S., Warrensburg, '13.
 Scott, Sabra Alice, *s*, Marietta, Ohio. Marietta Hs. '92.
 Scott, Thomas, *s*, Oklahoma City, Okla. State Normal S., Warrensburg, '03-'05.
 Scott, William Taylor, *s*, Tahlequah, Okla. Northeastern State Normal S. '14.
 Scribner, Mary C., *sp*, Chicago. Louisville Kindergarten Training S.
 Segerman, Celia, *a*, Chicago. Englewood Hs.
 Seifer, Irene Ruth, *a, w, sp*, Chicago Heights, Ind. Bloom Township Hs. '13.
 Semple, Katherine, *s*, El Dorado Springs, Mo. State Normal S., Warrensburg, '10.
 Severin, Clara Victoria, *w*, Chicago. Hyde Park Hs. '14.
 Shands, Miss Jonnie Vauda, *s*, San Marcos, Tex. Dallas Kindergarten Training S. '05.
 Sharp, Augusta Randolph, *s*, Chicago. Jersey City Normal S. '07.
 Sharp, Earl Payne, *s*, Morenci, Ariz. Columbia U. '12.
 Shaul, Ada Eleanor, *a, w, sp*, Chicago. Englewood Hs. '13.
 Shea, Ruth Margaret, *s, a, w, sp*, Chicago. DePauw U. '13.
 Sheldon, Mrs. Eliza B., *s*, Madison, Ind. Hanover C. '08.
 Shelper, Helen Gordon, *a, w, sp*, Goshen, Ind. Goshen Hs. '13.
 Shepard, Alice, *s*, Birmingham, Ala. Alabama State Normal S. '98.
 Sheppard, Mary Jane, *a, w, sp*, Fort Scott, Kan. Fort Scott Hs. '14.
 Sherod, Bessie Elizabeth, *s*, Vermilion, Ohio. Vermilion Hs. '07.
 Shipp, John H., *s*, Francisco, Ind. Indiana State Normal S. '12.
 Shirk, Mrs. Ellen Walker, *w*, Chicago. Worcester, Mass., Hs. '75.
 Shoemaker, Rhena May, *sp*, Waterloo, Ind. Western C. for Women '12-'14.
 Shorrock, Grace, *s*, Omaha, Neb. Omaha Hs. '96.
 Shull, Harry M., *s*, Monticello, Ind. Indiana U.
 Siewertsen, Helene, *s*, South Bend, Ind. South Bend Hs. '99.
 Silverburg, Thelma Viola, *a*, Chicago. Englewood Hs. '13.
 Simms, Mary Georgia, *s*, Warrensburg, Mo. State Normal S., Warrensburg, '08.
 Simpson, Susie, *s*, Chicago. State U. of Kentucky, '05-'06.
 Sims, Fannie A., *s*, Chicago. Armour Inst. of Technology, '96.
 Sims, Minnie Bell, *s*, Jackson, Miss. Jim Hill S. '03.
 Sisler, William James, *s*, Winnipeg, Canada. Manitoba Normal S. '95; Manitoba U. '98-'00.
 Skidmore, Beth, *a, w, sp*, Oak Park. Austin Hs. '14.
 Slayton, Lois Marie, *a, w, sp*, Chicago. Hyde Park Hs. '13.
 Sloan, Mae Louise, *sp*, Vermilion, S.D. U. of South Dakota '96-'98.
 Sloan, Maude Catherine, *s*, Erie, Pa. State Normal S., Erie, '02.
 Slonaker, Mary Blanche, *s*, Moline, Mo. McMillan Hs. '12.
 Smart, Wilhelmina (Mrs. L. L.), *sp*, Carrollton, Mo. Carrollton Hs. '08.
 Smith, Avis, *s, a, w, sp*, Chicago. Northwestern U. '00.
 Smith, Charles O., *s*, Minneapolis, Kan. Harper Normal C. '93.

- Smith, Dora Beulah, *s*, Liberty, Mo. State Normal S., Warrensburg, '13.
- Smith, Frances Minerva, *s*, Chicago. Peabody Teachers C. '01.
- Smith, Harry Henwood, *a, w*, St. Paul, Minn. Central State Normal S. of Pennsylvania '07; Grove City C., Summer '12; Columbia U., Summer '13.
- Smith, Helen M., *s*, Wichita, Kan. Northwestern Normal S. '02.
- Smith, James Henry, *s, a, w, sp*, Chicago. Illinois State Normal S. '07.
- Smith, J. Tyler, *s*, Muskogee, Okla. U. of Kansas '07-'11.
- Smith, J. Bunyan, *s*, Ozona, Tex. Howard Payne U.; North Texas Normal S.
- Smith, Linnie M., *s*, Meridian, Miss. Meridian Hs. '00.
- Smith, Madeline Marie, *s*, Mount Carmel. Mount Carmel Hs. '12.
- Smith, Mary Ruth, *s*, Laurel, Miss. Laurel Hs. '12.
- Smith, Melissa Eugenia, *s*, Fort Worth, Tex. North Texas Normal S. '10-'11.
- Smith, Ophelia Augustine, *s*, New Orleans, La. Southern U. '93.
- Smith, Ruby McCormick, *s*, Chicago. Pratt Inst. '06.
- Smith, Saloma, *s*, Chicago. Missouri State Normal S., Kirksville, '09-'11.
- Smith, Stirling Price, *s*, Grandfield, Okla. A.M. (Texas Christian U.) '99; S.B. (Central C.) '91.
- Snodgrass, Cora E. L. *s*, Springfield, Mo. Missouri State Normal S. '09.
- Snyder, Grace Opal, *s*, Rockford. Rockford Hs. '06.
- Snyder, Mrs. Mary D., *s*, Greensburg, Ind. A.M. (Moore's Hill C.) '03.
- Solomon, Rolland Ward, *s, a*, Fostoria, Ohio. A.B. (Ohio Northern U.) '99.
- Souder, M. Attie, *a*, Rockwell City, Ia. Pratt Inst. '03-'06.
- Späch, Marion Towne, *w*, Chicago. University Hs. '13.
- Sparks, Emma Elizabeth, *s*, Rosemond. Illinois State Normal U. '13.
- Speaker, Grace Greenwood, *s*, Williamsport, Pa. State Normal S., Bloomsburg.
- Spencer, Elizabeth Merrille, *s*, Chicago. Racine, Wis., Hs. '12.
- Sphar, Sarah Belle, *s*, Roscoe, Pa. Pennsylvania State Normal S. '94.
- Spohn, Iris Helena, *a, w, sp*, Elkhart, Ind. Wells C.
- Sprague, Nahine Elizabeth, *sp*, Chicago. Hyde Park Hs. '13.
- Stacey, William Arthur, *s*, Abilene, Kan. S.B. (Campbell C.) '87.
- Stapp, Jaunita, *s, sp*, Chicago. Hyde Park Hs. '08.
- Starin, Frances Alisin, *a, w, sp*, Chicago. Oswego, N.Y.
- Steele, Helen Benedict, *s*, Galesburg. Knox C. '13.
- Stegall, Avery Edwards, *s*, St. Joseph, Mo. Benton Hs.
- Stenhouse, Evangeline Elizabeth, *a, w, sp*, Chicago. Hyde Park Hs. '11.
- Stevens, Lucie, *s, a, w, sp*, Montour, Ia. Montour Hs. '95.
- Stevens, Marguerite, *a*, Chicago. Wymore, Neb., Hs. '10.
- Stewart, Carrie Belle, *s*, Greensburg, Ind. Indiana State Normal S. '01-'04.
- Stewart, Evelyn Ann, *s, sp*, Whiting, Ind. Whiting Hs. '14.
- Stewart, Gertrude Mary Deane, *s*, Charlottesville, Va. Teachers C., Howard U., '07.
- Stewart, Nell E., *s*, Pueblo, Colo. Pueblo Hs.
- Stillwell, Elizabeth Furniss, *s*, Birmingham, Ala. Birmingham Hs. '08-'12.
- Stone, Julia Madge, *s*, Hays, Kan. Kansas State Normal S. '91-'94.
- Stoney, Ruth Frances, *s, a*, Clinton, Wis. State Normal S., Milwaukee, '08.
- Storman, Cornelia, *s*, Lead, S.D. South Dakota State Normal S. '90.
- Storrs, Edna Laura, *a, w, sp*, Kankakee. Kankakee Hs. '12.
- Strahan, Jenna Rood, *s*, Denison, Ia. Iowa State C. '08.

- Strahan, Oscar William, *s*, Denison, Ia. Drake U. '10-'14.
 Strahan, Willetta Georgia, *s*, Denison, Ia. Coe C. '03-'04.
 Strain, Geneva, *s*, Logansport, Ind. Logansport Hs. '93.
 Stratman, Frederick E., *s*, Brooklyn, N.Y., Brooklyn Training S. '96.
 Strickler, Flora Belle, *s*, Sibley, Ia. Normal Art S.; Art Inst. '06-'08.
 Strom, Hazel, *s*, Hobart, Ind. Valparaiso Hs. '12.
 Strong, Sue, *s*, Waldo, Ark. State Normal S., Magnolia; Missouri State Normal S., Springfield.
 Stroud, Aileen Patterson, *s*, Winslow, Ark. Missouri State Normal S., Warrensburg, '12.
 Stroud, Cora, *s*, Island, Ky. Western Kentucky State Normal S. '09.
 Stuart, Bertha Elisabeth, *a, w, sp*, Chicago. Austin Hs. '14.
 Stuart, Mary, *a, w*, Chicago. Coe C. '10-'11; National Park Sm. '11-'12.
 Steumpel, Norma Louise, *a, w, sp*, Wauseon, Ohio. Wauseon Hs. '14.
 Suckow, Elsie Louise, *s*, Milwaukee, Wis. Teachers C. '12-'13.
 Sullivan, Elisabeth Mary, *s*, Rockford. State Normal S., DeKalb, '03.
 Sullivan, Margaret, *s*, Pittsburgh, Pa. U. of Pittsburgh '13.
 Sullivan, Nell Marie, *s*, Shelbyville, Ind. Indiana State Normal S. '13.
 Surface, Mrs. Addie Maud, *s*, Akron, Ohio. Buchtel A. '91-'94.
 Sutton, Miles Delmar, *s*, Chicago. Iowa State Teachers C. '02-'06.
 Suvoong, Mary Tse Nyok, *a*, Shanghai, China. Denison U. '11-'12; Wooster U. '12; National Kindergarten C. '14.
 Swan, Jane Ruth, *a, w, sp*, Chicago. Wendell Phillips Hs. '12.
 Swanson, Beulah Maud, *s*, Muskogee, Okla. Hamilton C. '09.
 Swanson, Irma Elvira, *a, w*, Chicago. Schurs Hs. '14.
 Sweeney, Loretta Marie, *s*, Chicago. McKinley Hs. '11.
 Swick, Mary Elisabeth, *s*, Baltimore, Md. St. Vincent Normal S. '89.
 Talbot, John Edgar, *s*, Giltner, Neb. A.B. (Nebraska Wesleyan U.) '10.
 Tanner, Mrs. Elsie Shields, *s*, Holton, Kan. Ottawa U. '10-'12.
 Tarble, Cora May, *s, a*, Chicago. Hyde Park Hs. '99.
 Tasker, Edith, *a, w, sp*, Chicago. Parker Hs. '14.
 Taylor, Avarilla Meek, *a, w, sp*, Centerville, Ia. L.B. (Allegheny C.) '04.
 Taylor, Bertha Jane, *s*, Louisville, Ky. Louisville Kindergarten Normal S. '04.
 Taylor, Bessie Roane, *s*, Kansas City, Mo. Tuskegee Inst. '06.
 Taylor, Fanna Lucretia, *s*, Danville, Ind. Central Normal C.
 Taylor, Fannie Belle, *s*, Minneapolis, Minn. Michigan State Normal C., Ypsilanti, '96.
 Taylor, Ida Lougenia, *a, w, sp*, Chicago. Clinton, Ia., Hs. '10.
 Taylor, Irene Hume, *a, w, sp*, Chicago. Worcester, Mass., Hs. '10.
 Tazelaar, Marguerite Gertrude, *a, w, sp*, Grand Rapids, Mich. Central Hs. '12.
 Tearney, Orville Addison, *s*, Galveston, Tex. Columbia U.
 Templeton, Grace Benedict, *s, a, w, sp*, Chicago. Starrett S. for Girls '13.
 Terrell, Marvin Clayton, *sp*, Pleasant Garden, N.C. Trinity C. '10-'12.
 Terrell, Mary Lou, *s*, Memphis, Tenn. Alabama State Normal S. '86.
 Thiemann, Caecilia Magdaline, *s, a, w, sp*, Reedsburg, Wis. State Normal S., LaCrosse, '14.
 Thoene, Christine, *w*, Cedar Falls, Ia. Iowa State Normal S. '11.
 Thomas, Cornelia, *s*, Augusta, Ga. Paine C.

- Thomas, Mary Emma, *s*, St. Louis, Mo. Hamilton C. '00.
 Thomas, Mrs. Rose Ellis, *s*, Marlin, Tex. Southwest Texas Normal S. '07.
 Thompson, Charles William, *s*, Cheney, Kan. S.B. (Oskaloosa C.) '12.
 Thompson, Clare C., *s*, Bonner Springs, Kan. Unclassified.
 Thompson, Earl, *s*, Richfield, Utah. U. of Utah Normal S. '04.
 Thompson, Mrs. Luthera Mills, *s*, Cheney, Kan. Kansas State Normal S.
 Thomson, Helen Adams, *a, w, sp*, Grand Haven, Mich. Grand Haven Hs. '14.
 Thoren, Edith Irene, *s, a, w, sp*, Chicago. Englewood Hs. '13.
 Thorndike, Edith Sue, *a*, Dallas, Tex. Dallas Hs. '04.
 Thornton, Etta, *s*, Sadorus. Austin C. '97-'99; U. of Utah '04-'05.
 Thornton, Hortense R., *s*, Birmingham, Ala. Livingston A. '96.
 Thornton, Sara, *s*, Sadorus. Illinois State Normal U. '08.
 Tieg, Ernest Walter, *s*, Lena, Wis. Lawrence C.
 Tilton, Olive, *s*, Danville. Andrews Hs.
 Tipton, Doty, *s*, Itasea, Tex. L.B. (North Texas C.) '02.
 Titus, Virginia, *a, w*, Chicago. Lewis Inst. '11.
 Todd, Asia Elizabeth, *w, sp*, Attica, Ind. Illinois Woman's C. '10; Teachers C.,
 Columbia U., '11.
 Todd, Rolland Dale, *s*, Anderson, Ind. Anderson Hs. '14.
 Toeller, Susie, *s*, Cedar Rapids, Ia. Cedar Rapids Hs. '96.
 Tracy, Theresa, *s*, Omaha, Neb. Creston Hs.
 Treat, Alice Esther, *a, w, sp*, Alexandria, Minn. Beloit C. '12-'14.
 Treon, Carrie Alice, *s*, Centerville, Ia. Centerville Hs.
 Tripp, Anna, *a, w, sp*, Chicago. St. Xavier A. '13.
 Troughton, Charlotte Louise, *s*, Remington, Va. State Normal S., Farmville, '11.
 Trovinger, Vanita, *s*, Colorado Springs, Colo. Colorado Springs Hs. '02.
 Tuite, Margaret, *s*, Rockford. Rockford C. '12.
 Tupper, Helen Beatrice, *s*, Mishawaka, Ind. South Bend Normal S. '12.
 Turner, Grace, *s*, Mishawaka, Ind. South Bend Training S. '12.
 Turner, Mary Henrietta, *a, w, sp*, Kahoka, Mo. Kahoka Hs. '14.
 Twinem, J. Clyde, *sp*, Summerfield, Ohio. S.B. (Valparaiso U.) '12.
 Twining, Bessie Clotilda, *w*, Chicago. Stout Inst. '14.
 Tyrrell, Glen Horner, *s*, Riverside. Northern Illinois State Normal S.
 Ullrich, Minnie, *s*, Plymouth, Wis. U. of Wisconsin '09.
 Ulrey, Alvin L., *s*, North Manchester, Ind. Indiana U. '08-'10; U. of Wisconsin '11.
 Van Bornstein, Rex, *a, w, sp*, Cobleskill, N.Y. Union C. '06-'07; New York
 State Normal S. '10-'11.
 Vanderbergen, Mrs. Ethel Milliman, *a, w, sp*, Chicago. New York State Normal
 S., Geneseo.
 Vandergaw, Ida, *s*, Oakland, Cal. U. of California.
 Van Inwagen, Ruth, *a, w, sp*, Hinsdale. U. of Illinois '11-'12.
 Vansaw, Ralph P., *s*, Colon, Mich. Michigan State Normal S.
 Vassar, Emma Barker, *s*, St. Louis, Mo. Young Women's Christian Association
 '11-'13.
 Vaughn, Emma, *s*, Florence, Ala. Columbia U. '12-'13.
 Vaughn, Gertrude L., *s*, South Bend, Ind. Harvard C.
 Vaughn, Sallie Adeline, *s*, St. Louis, Mo. Strother Hs. '79.

- Vermillion, Bernard, *s*, Anderson, Ind. Anderson Hs. '14.
 Versteeg, Geneva Emma, *s*, Ashton, S.D. Dakota Wesleyan U. '09.
 Vetter, Ursula Elizabeth, *a, w, sp*, Aberdeen, S.D. Northern Normal and Industrial S., Aberdeen, '14.
 Vimont, Charlotte Clay, *s*, Des Moines, Ia. Des Moines Kindergarten Normal S. '92.
 Vogelsang, Edith, *s, a, w, sp*, Russell, Kan. Russell Hs. '97.
 Vollintine, Grace, *a, w, sp*, Lincoln, Neb. Beatrice Hs. '99.
 Vossler, Eleonora Pauline, *s*, Wheeling, W.Va. California State Normal S., '01.
 Voyles, Clara L., *s*, Salem, Ind. Indiana U.
 Wadden, Agnes Ruth, *a, w, sp*, Madison, S.D. U. of Minnesota '06-'07.
 Wagner, Carolyn Matilda, *w, sp*, Bessemer, Mich. Bessemer Hs. '09.
 Walker, Bird A., *s*, Fort Worth, Tex. Fort Worth Kindergarten C. '04.
 Walker, Clara Stevens, *s*, Danville. Danville Hs. '00.
 Walker, Emily Edith, *s*, Richmond, Ind. Earlham C. '08.
 Walker, Helen Adelaide, *s*, Newton, Mass. Boston Cooking S. '02.
 Walker, Ivae, *s, a, w, sp*, Chicago. Chicago Normal S. '12-'13.
 Walker, Margaret, *s*, Little Rock, Ark. S.B. (Galloway C.) '94.
 Wallace, Esther Wiley, *s, a, w, sp*, Chicago. Lewis Inst.
 Walters, Rolland Jacob Daniel, *a*, Warren, Ind. A.B. (Tri-State C.) '04; Columbia U. '13-'14.
 Wand, Hettye, *s*, Oklahoma, Okla. Bethany C. '08.
 Warner, Pansy Elizabeth, *s, w, sp*, Chicago. Troy Hs. '05.
 Warren, Roy Everet, *s*, Berkeley, Cal. U. of California '05-'14.
 Washam, Henrietta, *s*, Cincinnati, Ohio. Woodward Hs. '11.
 Washington, Katharine Creda, *s*, Kansas City, Mo. Kindergarten Normal S. '12.
 Watkins, Frankie Beatrice, *s*, Covington, Ky. S.B. (Fisk U.) '02.
 Watkins, May Alice, *s*, Nashville, Tenn. Walden U. '76-'79.
 Watters, Edith Margaret, *a, w, sp*, Chicago. Austin Hs. '14.
 Watts, L. Reva, *s*, Chicago. South Division Hs. '91.
 Weaver, Gilbert C., *s*, St. Louis, Mo. Pennsylvania State C.
 Webb, Gertrude M., *s*, McGregor, Ia. Thomas Normal Training S. '09.
 Webster, Eva Estella, *s*, Chicago. A.B. (Fisk U.) '05.
 Weems, Edith Janette, *s*, Morristown, Tenn. Morristown Normal and Industrial C.
 Wehrs, Lucile Amelia, *s*, Milford, Neb. State Normal S., Peru, '09.
 Weidner, Marion Lois, *a, w*, Dolton. Hyde Park Hs. '14.
 Weisbrod, Bessie Dina, *a*, Chicago. Medill Hs. '14.
 Weitzell, Gertrude, *s, a*, Chicago. Ohio Wesleyan U. '11-'12.
 Welborn, Winnie, *s*, Laurel, Miss. Blue Mountain C. '02.
 Welch, Nelle Maye, *s*, McAlester, Okla. Miami U. '05-'06.
 Wells, George Kimball, *s*, Joliet. Lewis Inst.
 Wells, Lucy Buckner, *sp*, Louisiana, Mo. Louisiana Hs. '10.
 Wells, Nelle E., *s*, Kirksville, Mo. State Normal S., Kirksville, '13.
 Wertenberger, Ira W., *s*, Pioneer, Ohio. Michigan State Normal S. '10.
 Westcott, Helen, *a, w, sp*, Chicago. U. of Southern California '13-'14.
 Westcott, Oma V., *s*, Bisbee, Ariz. State Normal S., Flagstaff, '07.

- Wetton, Edna M., *s*, Chicago. John Marshall Hs. '10; Chicago A. of Fine Arts '12.
- Wettstein, Bernice Corrine, *s, a, w, sp*, Trenton, Mo. A.B. (Christian C.) '13.
- Wheeler, Clarissa, *s*, Chicago. A.B. (Milton C.) '07.
- Whipple, Charlotte, *s*, Waukegan. State Normal S., DeKalb.
- White, Mrs. Emma Cynthia, *s*, Birmingham, Ala. Clark U. '95-'99.
- White, Isabel Trumbull, *s*, Streator. Streator Township Hs. '84.
- Whitehead, Jane Byrd, *s*, Woodstock, N.Y. Unclassified.
- Whiteley, Katherine Klyde, *s*, Greenville, Ohio. Michigan State Normal C., Ypsilanti, '04-'05.
- Whiteside, Mary Carter, *s*, Collinsville, Okla. Montgomery Hs. '01-'05.
- Whitfield, Miss Elli, *s*, Lampasas, Tex. A.B. (Baylor C.) '12.
- Whittier, Harold Kenneth, *s*, Leominster, Mass. Leominster Hs. '09; U. of Maine.
- Wicks, Lorenzo Clisby, *s*, Fremont, Neb. Purdue U. '06-'08.
- Wilkin, Flora Laurina, *s*, Dallas, Tex. Unclassified.
- Wilkins, Viola Belle, *s*, Delta, Miss. A.B. (Ohio Northern U.) '93.
- Wilkinson, Kara I., *s*, San Bernadino, Cal. Howard Payne C. '88-'93.
- Willden, Ruth Eleanor, *w, sp*, Chicago. Wendell Phillips Hs. '13.
- Williams, Ada Belle, *s*, Fort Worth, Texas. Prairie View State Normal and Industrial C. '08.
- Williams, Florence Elizabeth, *a, w, sp*, Chicago. State Normal S., DeKalb, '12.
- Williams, Gwendolyn, *s*, Fairbury. Fairbury Hs. '08.
- Williams, Mrs. Lizzie, *sp*, Texarkana, Ark. Galloway C. '95-'96.
- Williams, Mary Catherine, *s*, Bloomington. B.S. (Kansas State Agricultural C.) '12.
- Williams, Mary Louise, *s*, Ardmore, Okla. Ardmore Hs. '10.
- Williams, Mrs. Phi Smythe, *s*, Bellingham, Wash. B.S. (Maryville C.) '99.
- Williams, Thomas Edgar, *s*, East Chicago, Ind. Indiana State Normal S. '07.
- Williams, Verda E., *s*, East Liberty, Ohio. Ohio Northern U; Ohio State U.
- Willy, Dorothy Elizabeth, *w, sp*, Chicago. Hyde Park Hs. '06.
- Wilson, Dora M., *s, sp*, Portland, Mo. State Normal S., Springfield, '10.
- Wilson, Dorothy White, *w, sp*, Chicago. Steván S. '13.
- Wilson, Elizabeth Kissick, *s*, Ann Arbor, Mich. Michigan State Normal S. '03.
- Wilson, Elizabeth Rosetta, *s*, Coshocton, Ohio. Coshocton Hs.
- Wilson, Elmer J., *s*, Fond du Lac, Wis. Michigan State Normal S. '01.
- Wilson, Mannie Belle, *s*, Midlothian, Tex. College of Industrial Arts '09.
- Wilson, Mary Josephine, *s*, Danville, Ind. Indiana U. '05.
- Wilson, Mary Josephine, *s*, Anniston, Ala. A.B. (Oxford C.) '93.
- Wilson, Vern Othel, *w, sp*, Edmond, Okla. Northwestern State Normal S. '08.
- Winebrenner, Harry Fielding, *s*, Chicago. Chicago Art Inst.
- Winter, Linda Martha, *s*, Norfolk, Neb. State Normal S., Wayne, '14.
- Withers, Birdie, *s*, Dallas, Tex. C. of Industrial Arts. '13.
- Wittmer, Miss Charles Dana, *s*, Carmi. Carmi Hs. '09.
- Wolf, Hazel, *a, w, sp*, Corydon, Ia. Drake U. '11-'13.
- Wolfrum, Miss Avery V., *s*, Chicago. Chicago Teachers C.
- Wood, Bina, *a, w, sp*, Logan, Ia. Logan Hs. '13.
- Wood, Jordan Edward, *s*, McMinnville, Tenn. Alabama State Normal S. '99.

Woods, Ida, *s*, Monmouth. Illinois State Normal U.
 Woodson, Agnes Lavillian, *s*, Fort Worth, Tex. Texas Christian U.
 Woolfolk, Lillian Russell, *a*, Cynthiana, Ky. Wilberforce U. '13.
 Woolworth, Clara Paxson, *s*, Henderson, Tex. Sam Houston Normal Inst., '95.
 Woolworth, Elisabeth, *s*, San Angelo, Tex. Peabody C. for Teachers '99.
 Wright, Bernice Clara, *a, w, sp*, Garden Prairie. Belvidere Hs. '12.
 Wright, Floy Lauretta, *s*, Quincy. B.A. (Missouri Valley C.) '07.
 Wright, Lillian Matilda, *s*, Savannah, Ga. Georgia State Temple U. '09.
 Wuille, Lillian Jeannette, *s, a, w, sp*, Chicago. Ohio State Normal S. '11.
 Wyatt, Agnes, *s*, Fayetteville, Tenn. Morgan Hs. '09.
 Wyman, Mildred Louise, *s, a, w, sp*, Belvidere. South Belvidere Hs. '09.
 Wynn, Margaret Ella, *s*, Crawfordsville, Ind. B.A. (Oxford C.) '13.
 Wynne, Mary Margaret, *s*, Jameson, Mo. State Normal S., Kirksville; U. of Missouri.
 Young, Fannie Louise, *s*, Kalamazoo, Mich. Western State Normal S. '12.
 Young, Jeannie, *a*, Chicago. Englewood Hs. '11.
 Young, Mrs. Jimme H., *s*, Columbus. Mary Sharp C. '89-'90.
 Young, Mabel Stewart, *s*, Burlington, Ia. Burlington City Normal S., '87.
 Young, Mark H., *s*, Bellevue, Pa. A. of Northern Washington.
 Young, Robert C., *s*, Pentwater, Mich. Olivet C.; Albion C.
 Zavitz, Birdella, *s*, Chicago. Colorado Woman's C.
 Zimmerman, Norma Mary, *s*, Davenport, Ia. Davenport Normal S. '08.
 Zimmerman, Percy White, *s, a, w, sp*, Chicago. Eastern Illinois State Normal S. '10.
 Zinn, Zola Lowena, *a*, Geneva, Neb. Nebraska State Normal S. '08.
 Zuppann, Clarence Albers, *s*, Grand Rapids, Mich. Purdue U. '02-'05.

MEN—176

WOMEN—1,100

TOTAL—1,276

COLLEGE OF COMMERCE AND ADMINISTRATION

SENIOR COLLEGE STUDENTS

Allsopp, Harold Leslie, *a, w, sp*, Pontiac.
Apple, Estelle Blanche, *a, w, sp*, Hammond, Ind.
Babcock, Laura Ella, *s*, Edgemere, L.I., N.Y. Oberlin C.
Baker, John Chester, *sp*, Sioux City, Ia.
Barton, Alice Elizabeth, *a, w, sp*, Kankakee.
Bell, Edith Mae, *a, w, sp*, Wandergrift, Pa.
Benson, George Paschal, *sp*, San Antonio, Tex.
Benthien, Elizabeth Margaret, *w, sp*, Bellingham, Mich.
Biggins, Katherine Deborah, *a, w, sp*, Bonesteel, S.D.
Bottomly, Eugene S., *a*, Lansing, Kan. Kansas State Teachers C.
Brown, Morris Vernon, *w, sp*, Cleveland, Ohio.
Buchan, Grace Evelyn, *w, sp*, Chicago.
Burleson, Frank Edward, *a*, Los Angeles, Cal. U. of Southern California.
Carnes, Helen Alma, *s, a, w, sp*, Chicago.
Clark, Emma Abbott, *a, w, sp*, Chicago.
Cody, Caryl, *s, a, w, sp*, Chicago.
Collier, Clarence Calvert, *w, sp*, Chicago.
Confesor, Tomas, *a*, Iloila, P.I.
Crego, Claribel, *w, sp*, Chicago.
Dake, Charles Percy, *sp*, Mason City, Ia.
Daley, Roland Bigelow, *a, w*, Chicago. Cornell U.
Dodge, Julia Voorhees, *s*, Chicago.
Dodson, Kasson Monroe, *a, w, sp*, Chicago.
Evans, Helene Rebecca, *a, w, sp*, Philadelphia, Pa. Bryn Mawr C.
Fabella, Vicente, *s, w*, Philippines. U. of Philippines.
Fairbrother, Guy Frederic, *w, sp*, Chicago.
Gets, Henry, *a, w, sp*, Marquette, Mich.
Goodsell, Nelson Jesse, *a*, Bedford, Ia. Simpson C.
Goodwin, Willard Terry, *a, w, sp*, San Francisco, Cal.
Gordon, Ida May, *a*, Omaha, Neb.
Gray, John Lincoln, *a, w*, Kansas City, Mo.
Gronlund, Jonas Erickson, *sp*, Chicago.
Gutwillig, Victor Elmer, *w, sp*, Chicago.
Halperin, Victor Hugo, *a, w, sp*, Chicago. U. of Wisconsin.
Hill, Ruby May, *sp*, Kenosha, Wis.
Hoffman, Lynden Even, *sp*, Harvey. U. of Illinois.
Houghton, Helen Lilian, *a*, Chicago.
Hupp, Leo C., *a, w, sp*, Sheridan.
Iversen, Andreas, *sp*, Chicago.
Johns, Elsie Belle, *s, a, w, sp*, Chicago.
Johnson, Richard Albin, *a, w, sp*, Greenville.
Jones, Gladys Eliza, *a, w, sp*, Attica, Ind.
Kellogg, Ralph DeWitt, *w, sp*, Wolcott, N.J.

Knight, Florence Gridley, *s, a, w, sp*, Chicago.
 Kusama, Acer Shiko, *a, w, sp*, Naganoken, Japan.
 Law, Hugo Boguslawsky, *a, w*, Chicago. U. of Wisconsin.
 Low, Emma Geneva, *a, w, sp*, Chicago. U. of Wisconsin.
 McArdle, Isabelle Cecelia, *a, w, sp*, Evanston.
 MacLaughlin, Anna Wood Mae, *a, w, sp*, Chicago.
 Massillamani, Asirvathem David, *sp*, Madura, South India. Pasumalar C.
 Michel, Charles, Jr., *a, w, sp*, Chicago.
 Miller, Hazel, *a, w, sp*, Chicago.
 Miller, Orville D., *a, w, sp*, Polo.
 Morris, Ernest James, *a, w, sp*, Chicago.
 Murdock, James Oliver, *w, sp*, Jacksonville.
 Palmer, Merwyn Murchison, *a, w, sp*, Kewanee.
 Plume, Gifford Wolters, *a, w, sp*, Chicago.
 Ratcliff, John Moses, *w, sp*, Greenup.
 Reticker, Edward, *s, a, w, sp*, Chicago.
 Rich, Lester Henry, *s*, Bay City, Mich.
 Rosenthal, Frances Adaline, *a, w*, Lafayette, Ind.
 Rubovits, Arthur Goodkind, *s*, Chicago.
 Saito, Kunaji, *s*, Okayama, Japan.
 Sill, Esther Myrtle, *a*, Clinton, Ia.
 Soutter, Charles Henry, *w, sp*, Cedar Rapids, Ia.
 Spalding, Leown Marie, *a, w, sp*, Chicago.
 Sparks, Denton H., *a, w, sp*, Chicago.
 Stevenson, Joshua, Jr., *a, w, sp*, Chicago.
 Thomets, Frank Michael, *a, w, sp*, Stanberry, Mo. St. Mary's C.
 Tufts, James Warren, *w, sp, w*, Chicago.
 Ullman, Carl William, *s, a*, Youngstown, Ohio.
 Viner, George Roswell, *w, sp*, Mason.
 Weiser, William Henricks, *s, a, w, sp*, Pottstown, Pa.
 Williston, Eugenie, *a, w*, Chicago.
 Winn, Estelle Zoe, *sp*, Irving.
 Wise, Basil Fred, *sp*, Winfield, Ia.
 Yount, Nina Vestula, *a, w, sp*, Eddy, Okla.

MEN—48

WOMEN—29

TOTAL—77

 JUNIOR COLLEGE STUDENTS

Aaron, Elijah Mayer, *s, a*, Chicago. Englewood Hs.
 Ackermann, George Emil Otto, *a, w, sp*, Chicago. Austin Hs.
 Allen, Benjamin Ruben, *a*, Chicago. Tuley Hs.
 Anderson, Paul Richard, *a, w, sp*, Chicago. Bowen Hs.
 Anderson, Sumner Bigelow, *a, w, sp*, Kewanee. Kewanee Hs.
 Angerman, Virgil DeWitt, *a, w*, Chicago. McKinley Hs.
 Anglemyer, Amsy Floyd, *a, w, sp*, Nappanee, Ind. Nappanee Hs.
 Baker, John Chester, *a, w*, Sioux City, Ia. Sioux City Hs.
 Bakke, Norris Conroy, *a, w, sp*, Sterling, Colo. Sterling Hs.

Banks, Stanley McBride, *a, w, sp*, Compton. Pawpaw, Ill., Hs.
Bass, Sam Bosserman, *w, sp*, Fairbury. U. of Illinois.
Bean, Donald Prichett, *a, w, sp*, Bloomington. Bloom Hs.
Beatty, Raymond Richard, *a*, Toledo, Ohio. Scott Hs., Toledo.
Becker, Walter Henry, *a*, Chicago. U. of Illinois.
Benson, George Paschal, *a, w*, San Antonio, Tex. San Antonio Hs.
Bernstein, Hattie, *a, w, sp*, Chicago. Englewood Hs.
Berolsheimer, Leon Jay, *a, w, sp*, Chicago. Bloom Township Hs.
Boal, William Stetson, *a, w, sp*, Chicago. Hyde Park Hs.
Boguslawsky, Olga, *sp*, Chicago. West Side Hs., Milwaukee, Wis.
Bradford, Donald Sidney Lorenz, *a, w, sp*, Springfield. Springfield Hs.
Brem, Nestor Oxford, *s, a*, Chicago. Hyde Park Hs.
Broomell, Francis Johnson, *a, w*, Chicago. Austin Hs.
Brown, Anna Garton, *a, w, sp*, Chicago. Hyde Park Hs.
Brown, Helen Alice, *a, w, sp*, Chicago. Wendell Phillips Hs.
Brown, Robert Emory, *a*, Estacado, Tex. Polytechnic C.
Bus, Sievert, Jr., *a, w, sp*, Chicago. University Hs.
Cohen, Leon, *a, w, sp*, Chicago. Iowa State C.
Cohn, Aaron Henry, *a, w, sp*, Chicago. Wendell Phillips Hs.
Collier, Clarence Calvert, *a*, Chicago. Hyde Park Hs.
Creager, Catherine Mitchell, *a, w, sp*, Kendallville, Ind. Frances Shimer S.
Dake, Charles Percy, *a, w*, Mason City, Ia. Mason City Hs.
Dalenberg, John Russell, *a, w, sp*, Chicago. Curtis Hs.
Day, Joseph John, *a, w, sp*, New Albany, Ind. New Albany Hs.
Dobson, DeWitt Stacey, *s, a*, Macomb. Western Illinois State Normal S.
Duggan, Hulda, *a, w, sp*, Chicago. St. Xavier A.
Edgeworth, John, *a, w, sp*, Kankakee. Kankakee Hs.
Engel, Benjamin K., *sp*, Chicago. Wendell Phillips Hs.
Epstein, Alvin Nathan, *a, w, sp*, Chicago. Fort Worth, Tex., Hs.
Etshokin, Hannah, *a, w, sp*, Chicago. McKinley Hs.
Fairbrother, Guy Frederic, *a*, Chicago. Hyde Park Hs.
†Frank, Emanuel, *a, w*, Chicago. Tuley Hs.
Gendreau, Byron Malcolm, *a, w, sp*, Chicago. Hyde Park Hs.
Gendron, Leon Pierre, *a*, Toledo, Ohio. Notre Dame U.
Goerler, Ben Ernest, *a, w, sp*, Sturgeon Bay, Wis. Sturgeon Bay Hs.
Goldsmith, Leo Mordecai, *a, w, sp*, Aurora, Ill. East Hs., Aurora.
Green, Carolyn Marie, *a, w, sp*, Chicago. Frances Shimer S.
Gutwillig, Victor Elmer, *a*, Chicago. Wendell Phillips Hs.
Hallgren, Swea Marie, *a, w, sp*, Chicago. Calumet Hs.
Hargraves, Max Balthis, *a, w, sp*, Remington, Ind. Remington Hs.
Hecht, Raymond Jay, *a, w*, Chicago. Lake View Hs.
Hertz, Herman Maurice, *a, w, sp*, Frankfort, Ind. Frankfort Hs.
Hill, Hartwell Challacombe, *a, w, sp*, Oklahoma, Okla. Oklahoma City Hs.
Hinsberg, Stanley Kenneth, *a, w, sp*, Chicago. Hyde Park Hs.
Hops, Donald Voorhees, *a, w, sp*, Washington. Lawrenceville Preparatory S.
Huebenthal, Fred Bertrain, *w, sp*, Chicago. John Marshall Hs.

† Deceased.

Hyers, Mabel Louise, *a, w*, Chicago. Hyde Park Hs.
Iralson, Virginia Janette, *a, w, sp*, Chicago. University Hs.
Jackson, Louis Douglas, *a, w*, Muscatine, Ia. Muscatine Hs.
Jacobs, Jeannette, *a, w, sp*, Chicago. Wendell Phillips Hs.
Johanigman, Sterling Edmund, *a, w, sp*, Chicago. Hyde Park Hs.
Johnson, John Oliver, *a, w, sp*, Chesterton, Ind. Chesterton Hs.
Joseph, Julius, *a*, New Albany, Ind. New Albany Hs.
Katz, Isadore, *a, w*, Chicago. Medill Hs.
Katzin, Frank, *a, w, sp*, Chicago. Marshall Hs.
Keen, Paul Henry, *s, w*, Chicago. University Hs.
Kirby, Joseph Cyril, *w, sp*, Chicago. South Bend, Ind., Hs.
Kirby, Walter Monroe, *w, sp*, Chicago. South Bend, Ind., Hs.
Lambert, Max Shipman, *a, w, sp*, Chicago. Parker Hs.
Larson, Birger Eskil, *a, w, sp*, Chicago. Englewood Hs.
Lassers, Frances, *a*, Chicago Heights. Bloom Township Hs.
Lauren, Frances Lucile, *a, w, sp*, Chicago. Hyde Park Hs.
Leefeldt, Leroy William, *a*, Chicago. Oak Park Hs.
Lesch, Lyndon Henry, *a, w*, Chicago. Hyde Park Hs.
Levin, Moses Bernard, *a, w, sp*, Chicago. John Marshall Hs.
Lewis, Cleona, *a, w, sp*, Danville. Danville Hs.
Lindemann, Oscar Edwin, *a, w, sp*, Milwaukee, Wis. U. of Wisconsin.
Lipman, Abo, *sp*, Chicago. Englewood Hs.
Loser, Clarence, *a, w, sp*, Chicago. Parker Hs.
Lunak, Milo Ralph, *a*, Chicago. Parker Hs.
McFarland, Adrian Rienzi, *a, w, sp*, Chicago. Lane Technical Hs.
McLeod, Norman Giessler, *a, w, sp*, Chicago. Wendell Phillips Hs.
McManus, Alice Madeline, *a, w, sp*, Chicago. Englewood Hs.
McNamara, John Ray, *a, w*, Chicago. Englewood Hs.
MacNeal, Kenneth, *a, w, sp*, Berwyn. J. Sterling Morton Hs.
Mahannah, Edward Earl, *w, sp*, Whitewater, Colo. U. of Colorado.
Meine, Franklyn Julius, *a, w, sp*, Chicago. University Hs.
Messner, Roy Gilbert, *a*, Rockford. Rockford Hs.
Michael, Edwin B., *a, w, sp*, Paducah, Ky. Paducah Hs.
Michaelis, Rose Victoria, *s*, Chicago. Chicago Normal S.
Munger, Roy Freeman, *a, w*, Chicago. Wendell Phillips Hs.
Murdock, James Oliver, *a*, Jacksonville. U. of Illinois.
Nagely, Louisa, *sp*, Chicago. Chicago Normal S.
Norberg, Arthur Edwin, *w, sp*, Chicago. Northern Illinois State Normal S.
Norhad, Paul, *w*, Kraisserie, Turkey. Anatolio C.
North, Alexander Frederick, *a, w, sp*, Milwaukee, Wis. West Division Hs.
Nutter, Warren Melville, *a*, Persinger, W.Va. State Normal S., Summersville.
Olson, Helen Roxana, *a, w, sp*, Chicago. Waller Hs.
Parker, Robert Roy, *a, w*, Chicago. Morgan Park A.
Patton, Clarence Kelser, *a, w, sp*, Omaha, Neb. Omaha Hs.
Planalp, Philip Grant, *w, sp*, Storm Lake, Ia. Storm Lake Hs.
Powers, Dwight Raymond, *a, w, sp*, North Bend, Neb. Boyle's Business C.
Rankin, Fred Eugene, *a*, Ottumwa, Ia. Ottumwa Hs.
Ratcliff, John Moses, *a*, Greenup. Greenup Hs.

Regent, Jeannette Beattie, *a, w, sp*, Chicago. Wendell Phillips Hs.
 Reid, William, *a, w, sp*, Philadelphia, Pa. Central Manual Training Hs., Philadelphia.
 Renfrow, Clarence Clinton, *a, w, sp*, Nash, Okla. Oklahoma Preparatory S.
 Ring, Homer Willard, *a, w, sp*, Kalamazoo, Mich. Central Hs., Kalamazoo.
 Robinson, Marion Florence, *a, w*, Oak Park. Canandaigua, N.Y., A.
 Rockwell, Alice, *a, w, sp*, Chicago. Wendell Phillips Hs.
 Roelofs, Richard, Jr., *a, w, sp*, Cripple Creek, Colo. U. of Colorado.
 Rosenbarger, Maurice Wiseman, *a, w, sp*, New Albany, Ind. New Albany Hs.
 Samuels, Joseph Louis, *s, a*, Chicago. Medill Hs.
 Schick, Jennie Magdalene, *a, w, sp*, LaCrosse, Wis. LaCrosse Hs.
 Shellow, Henry, *a, w, sp*, Chicago. Lublin, Russian Poland, Hs.
 Shook, Hugh Denver, *w*, Tipton, Ind. Tipton, Hs.
 Short, Norman Francis, *a, w, sp*, Chicago. Notre Dame Preparatory S.
 Sigler, Irvin Linn, *a, w*, Dayton, Ohio. Stivers Manual Training S.
 Slifer, John, *a, w, sp*, Chicago. Hyde Park Hs.
 Soutter, Charles Henry, *a*, Cedar Rapids, Ia. Cedar Rapids Hs.
 Stine, Harry Charles, *a, w, sp*, Freeport. Freeport Hs.
 Studness, Leo Charles, *a*, Churchs Ferry, N.D. U. of North Dakota.
 Swanson, Harry Roland, *a, w, sp*, Chicago. Hyde Park Hs.
 Tiefenthal, Joseph Arnold, *a, w*, Forest Park. Hopkins, Mich., Hs.
 Torell, Frank, *sp*, Omaha, Neb. North Park C. A., Chicago.
 Uehling, Harold Theodore, *a, w, sp*, Uehling, Neb. Fremont Hs.
 Unson, Salvador, *s, a*, Pagsanghan, Laguna, P.I. Manila Hs.
 Viner, George Roswell, *s, a*, Mason. Mason Township Hs.
 Vogtel, Harold Charles, *a, w, sp*, New Ulm, Minn. New Ulm Hs.
 Volini, Dominick Frank, *a, w, sp*, Chicago. John Marshall Hs.
 Watkins, Elmer Leland, *a*, Chicago. Mitchell, S.D., Hs.
 Weakly, Floyd Berkeley, *a*, Shelbyville. Shelbyville Hs.
 Webb, James, *a*, Thornton. Armour Inst. of Technology.
 Weld, Willis Adair, *s*, Chicago. Hyde Park Hs.
 Wetmore, Orville Chase, *a, w*, Chicago. Culver Military A.
 Whedon, Dorothy May, *s, a, w, sp*, Chicago. John Marshall Hs.
 Wheeler, Joseph Edward, *a, w, sp*, New Ulm, Minn. New Ulm Hs.
 Williams, Lucy Coleman, *a, w, sp*, Springfield. U. of Kansas.
 Winefield, Dorothy E., *sp*, Chicago. Wendell Phillips Hs.
 Winn, Estelle Zoe, *s, a, w*, Irving. University Hs.
 Winn, Victor Jay, *a, w, sp*, Chicago. U. of Illinois.
 Wolfner, Edwin David, *a, w, sp*, Chicago. Wendell Phillips Hs.
 Wood, James Phelps, *a, w, sp*, Logan, Ia. Logan Hs.
 Yount, Nina Vestula, *s*, Eddy, Okla. U. of Kansas.

MEN—116

WOMEN—28

TOTAL—144

SUMMARIES OF ATTENDANCE

BY QUARTERS AND FOR THE YEAR 1914-15

I. THE DEPARTMENTS OF ARTS, LITERATURE, AND SCIENCE

THE GRADUATE SCHOOLS	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Graduate Schools of Arts and Literature.....	471	413	884	183	149	832	174	151	325	179	127	306	634	593	1227
Ogden Graduate School of Science.....	392	113	505	209	64	273	219	61	280	221	56	277	575	169	744
Total in Graduate Schools.....	863	526	1389	392	213	605	393	212	605	400	183	583	1209	762	1971

SUMMARY OF ATTENDANCE, 1914-15

THE SENIOR COLLEGES OF ARTS, LITERATURE, AND SCIENCE	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Non-Professional { Arts.....	16	11	27	14	27	41	11	23	34	12	24	36	26	38	64
	63	121	184	105	188	293	115	196	311	117	220	337	184	342	526
Professional { Literature.....	41	34	75	48	34	82	47	40	87	54	42	96	97	72	169

Medical { Arts.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Science.....	32	1	33	96	5	101	95	3	98	81	3	84	130	5	135

Law { Arts.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Literature.....	17	...	17	1	...	44	40	...	40	43	...	43	65	...	65

Science.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Divinity { Arts.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Literature.....	1	...	1	2	...	2	2	...	2	...	...	...	3	...	3

Science.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Pro Forma { Arts.....	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...

Literature.....	1	1	2	...	3	3	5	6	11	6	12	18	8	8	16

Science.....	2	...	2	5	1	6	2	...	2	6	1	7	10	1	11

Total { Arts.....	16	11	27	14	27	41	11	23	34	13	24	37	26	39	65
	82	123	205	152	190	342	162	202	364	166	232	398	200	350	610
Literature.....	75	35	110	149	41	190	144	43	187	141	46	187	237	75	315

Science.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Grand Total.....	778	169	348	815	258	573	377	268	585	330	302	632	538	467	990

ARTS, LITERATURE, AND SCIENCE—Continued

THE JUNIOR COLLEGES	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Junior College of Arts (A.B.).....	10	16	26	22	34	56	22	27	49	21	26	47	32	43	75
Junior College of Literature (Ph.B.)....	73	76	149	299	342	641	269	315	584	258	278	536	387	451	838
Junior College of Science (S.B.).....	70	23	93	245	57	302	218	52	270	204	50	254	309	81	390
Total in Junior Colleges	153	115	268	566	433	999	509	394	903	483	254	837	728	575	1303

UNCLASSIFIED STUDENTS	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Total Unclassified students.....	232	214	546	89	59	98	87	53	89	29	33	67	262	292	674

COMMONS AND ADMINISTRATION	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Senior.....	7	6	13	26	22	48	33	22	55	36	22	58	48	29	77
Junior.....	8	4	12	101	23	124	84	22	106	68	22	90	116	28	143
Total.....	15	10	25	127	45	172	117	44	161	104	44	148	163	57	220

ATTENDANCE, 1914-15

UNIVERSITY COLLEGE	AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Graduate Schools.....	43	82	123	46	91	137	27	51	78	71	132	203
The Senior Colleges.....	10	69	79	13	100	113	9	67	76	18	144	162
The Junior Colleges.....	19	85	104	21	113	134	14	87	101	25	147	172
Unclassified students.....	96	479	575	91	484	575	51	255	306	118	557	675
Total in University College.....	168	715	839	171	788	959	101	490	561	232	980	1212

ARTS, LITERATURE, AND SCIENCE—Continued

TOTAL ARTS, LITERATURE, AND SCIENCE	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Total students registered	1436	1134	2370	1807	1723	3330	1544	1758	3302	1437	1381	2818	3137	3233	6370
Duplicates	1	....	1	2	3	5	2	6	8	4	2	6	130	163	293
Net Totals	1435	1134	2369	1805	1720	3325	1542	1752	3294	1433	1379	2812	3007	3070	6077

II. THE PROFESSIONAL SCHOOLS

THE DIVINITY SCHOOL	SUMMER 1914*			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
The Grad. Divinity School	206	20	226	126	18	142	120	13	133	114	12	126	303	36	339
The Unclass. Div. students	10	2	12	7	1	8	8	1	9	10	3	13	17	5	22
The Eng. Theological Sem.	41	8	49	...	...	...	...	...	...	...	...	...	41	8	49
Total in Divinity School	257	30	287	133	19	150	128	14	142	124	15	139	361	49	410

*Of the 287 students registered in the Divinity School in the Summer Quarter, 1914, 94 were registered for one term only.

THE MEDICAL COURSES	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Graduate students	63	8	71	57	13	70	61	15	76	61	12	73	93	15	108
Senior College students ..	31	1	32	95	5	100	96	3	99	81	3	84	123	3	126
Junior College students ..	5	...	5	24	...	24	13	...	13	17	2	19	29	2	31
Unclassified students	23	4	27	5	1	6	3	1	4	2	...	2	23	4	32
Total in Medical Courses	122	16	138	181	19	200	173	19	192	161	17	178	273	24	297

THE PROFESSIONAL SCHOOLS—Continued

THE LAW SCHOOL	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Resident Graduates.....	...	...	...	...	...	...	...	...	...	2	...	2	2	...	2
Third-year students.....	55	1	56	58	1	59	57	2	59	35	...	35	75	3	78
Second-year students.....	40	...	40	63	3	66	63	2	65	62	2	64	81	3	84
First-year students.....	64	2	66	87	2	89	87	3	90	86	4	90	158	6	164
Unclassified students.....	2	...	2	2	...	2	1	...	1	1	...	1	3	...	3
Total in Law School....	161	3	164	210	6	216	208	7	215	186	6	192	519	13	531

THE COLLEGE OF EDUCATION	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Total.....	151	644	995	20	245	265	20	247	267	20	240	260	176	1100	1276

TOTAL PROFESSIONAL SCHOOLS

	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Total students registered	691	890	1581	544	287	831	529	287	816	491	278	769	1129	1185	2314
Duplicates.....	4	2	6	2	1	3	2	2	4	3	2	5	4	2	6
Net Totals.....	687	888	1575	542	286	828	527	285	812	488	276	764	1125	1183	2308

III. TOTAL UNIVERSITY

	SUMMER 1914			AUTUMN 1914			WINTER 1915			SPRING 1915			TOTAL (DIFFERENT) STUDENTS		
	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.	M.	W.	T.
Total students registered	2122	2022	4144	2147	2006	4153	2069	2037	4106	1921	1655	3576	4132	4253	8385
Duplicates.....	141	16	157	224	24	248	212	25	237	205	18	223	460	144	604
Net Totals.....	1981	2006	3987	1923	1982	3905	1857	2012	3869	1716	1637	3353	3672	4109	7781

**NUMBER OF STUDENTS, 1914-15, ACCORDING TO QUARTERS
IN RESIDENCE**

SCHOOLS	One Quarter	Two Quarters	Three Quarters	Four Quarters	Three- Quarter Basis
The Graduate Schools.....	1358	155	318	140	1000%
The Senior Colleges.....	374	100	378	60	707%
The Junior Colleges.....	383	195	606	50	1002%
Unclassified students.....	591	50	23	10	266%
The College of Commerce and Administration.....	55	51	107	7	168%
University College.....	353	527	332	.....	801
The Divinity School.....	250	48	76	36	230%
The Courses in Medicine.....	91	30	122	35	235
The Law School.....	116	29	131	55	262%
The College of Education.....	1010	55	177	34	595%
Grand Total.....	4581	1318	2340	445	5339
Duplicates.....	106	60	157	32	301
Net total.....	4415	1249	2183	413	5038
Three-quarter basis.....	....	....	....	....	....

THE GRADUATE SCHOOLS

CLASSIFICATION OF STUDENTS WITH REFERENCE TO HIGHER DEGREES

	Men	Women	Total
Doctors of Philosophy pursuing special courses.....	24	15	39
Students admitted to candidacy for higher degrees.....	287	147	434
Students not yet admitted to candidacy for higher degrees....	898	600	1498
Total.....	1209	762	1971
University College.....	71	122	203
Total.....	1280	884	2174

TOTALS FOR DIFFERENT STUDENTS, 1914-15

SCHOOLS AND COLLEGES	Men	Women	Total
The Graduate Schools.....	1300	762	1971
The Senior Colleges.....	523	467	990
The Junior Colleges.....	728	575	1303
Unclassified students.....	282	302	674
The College of Commerce and Administration.....	163	57	220
University College.....	232	980	1212
The Divinity School.....	361	49	410
The Courses in Medicine.....	378	24	297
The Law School.....	319	12	331
The College of Education.....	176	1100	1276
Grand total.....	4266	4418	8684
Duplicates.....	594	309	903
Net total.....	3672	4109	7781

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2. (a) For Officers of Instruction and Administration, with academic records, see pp. 25-69. (b) For Administrative Bodies, etc., see pp. 70-80. (c) For Courses of Instruction, see under the various departments.

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